

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**National Resource Centers and Foreign Language and Area Studies Fellowships**

**CFDA # 84.015A**

**PR/Award # P015A180001**

**Grants.gov Tracking#: GRANT12651687**

OMB No. , Expiration Date:

Closing Date: Jun 25, 2018

PR/Award # P015A180001

## **\*\*Table of Contents\*\***

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Standard Budget Sheet (ED 524)</b>	e6
<b>3. Assurances Non-Construction Programs (SF 424B)</b>	e8
<b>4. Disclosure Of Lobbying Activities (SF-LLL)</b>	e10
<b>5. ED GEPA427 Form</b>	e11
<i>Attachment - 1 (1239-NRC GEPA statement 2018--final)</i>	e12
<b>6. Grants.gov Lobbying Form</b>	e17
<b>7. Dept of Education Supplemental Information for SF-424</b>	e18
<b>8. ED Abstract Narrative Form</b>	e19
<i>Attachment - 1 (1234-NRC ABSTRACT 2018)</i>	e20
<b>9. Project Narrative Form</b>	e22
<i>Attachment - 1 (1236-NRC NARRATIVE 2018--Final)</i>	e23
<b>10. Other Narrative Form</b>	e73
<i>Attachment - 1 (1235-Other_Attachments)</i>	e74
<b>11. Budget Narrative Form</b>	e222
<i>Attachment - 1 (1237-NRC Budget Justification 2018--Final2)</i>	e223
<i>Attachment - 2 (1238-NRC FINAL 2018-2021 Budget with FLAS)</i>	e227

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## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/14/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

The Regents of the University of California

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

94-6002123

\* c. Organizational DUNS:

1247267250000

### d. Address:

\* Street1:

c/o Sponsored Projects Office

Street2:

1608 Fourth Street, Suite 220

\* City:

Berkeley

County/Parish:

USA

\* State:

CA: California

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

94710-5940

### e. Organizational Unit:

Department Name:

Inst of East Asian Studies

Division Name:

### f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

\* First Name:

Erin

Middle Name:

\* Last Name:

Lentz

Suffix:

JD

Title:

Contracts and Grants Officer

Organizational Affiliation:

Sponsored Projects Office

\* Telephone Number:

(510) 643-2152

Fax Number:

(510) 642-8236

\* Email:

erin.lentz@berkeley.edu

PR/Award # P015A180001

Page e3

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015

CFDA Title:

National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr

### \* 12. Funding Opportunity Number:

ED-GRANTS-052518-001

\* Title:

Office of Postsecondary Education (OPE):National Resource Centers Program CFDA Number 84.015A

### 13. Competition Identification Number:

84-015A2018-1

Title:

National Resource Centers and Foreign Language and Area Studies Fellowships 84.015A and 84.015B

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

EAST ASIA NATIONAL RESOURCE CENTER & EAST ASIA FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="558,081.60"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="558,081.60"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

The Regents of the University of California

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	109,400.00	140,168.00	142,971.36	145,830.79		538,370.15
2. Fringe Benefits	39,720.00	51,946.40	52,985.33	54,045.02		198,696.75
3. Travel	2,400.00	0.00	0.00	0.00		2,400.00
4. Equipment						
5. Supplies	36,000.00	17,500.00	17,500.00	15,500.00		86,500.00
6. Contractual						
7. Construction						
8. Other	57,000.00	40,000.00	35,750.00	35,000.00		167,750.00
9. Total Direct Costs (lines 1-8)	244,520.00	249,614.40	249,206.69	250,375.81		993,716.90
10. Indirect Costs*	19,561.60	19,969.15	19,936.54	20,030.06		79,497.35
11. Training Stipends	294,000.00	294,000.00	294,000.00	294,000.00		1,176,000.00
12. Total Costs (lines 9-11)	558,081.60	563,583.55	563,143.23	564,405.87		2,249,214.25

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2011 To: 06/30/2016 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 57.00 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

PR/Award # P015A180001

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The Regents of the University of California		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

PR/Award # P015A180001

Page e8



9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b>	<b>TITLE</b>
Erin Lentz	Contracts and Grants Officer
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>
The Regents of the University of California	06/14/2018

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="The Regents of the University of California"/> * Street 1: <input type="text" value="c/o Sponsored Projects Office"/> Street 2: <input type="text" value="1608 Fourth Street, Suite 220"/> * City: <input type="text" value="Berkeley"/> State: <input type="text" value="CA: California"/> Zip: <input type="text" value="94710-5940"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="DOED US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="National Resource Centers Program for Foreign Language and Area Studies or Foreign Language and International Studies Pr"/> CFDA Number, if applicable: <input type="text" value="84.015"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text" value="N/A"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text" value="N/A"/> Street 2 <input type="text"/> * City <input type="text" value="N/A"/> State <input type="text"/> Zip <input type="text" value="N/A"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Erin Lentz"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Erin"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Lentz"/> Suffix <input type="text"/> Title: <input type="text" value="Contracts and Grants Officer"/> Telephone No.: <input type="text" value="(510) 643-2152"/> Date: <input type="text" value="06/14/2018"/>		
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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1239-NRC GEPA statement 2018--final.pdf

Add Attachment

Delete Attachment

View Attachment

## UNIVERSITY OF CALIFORNIA’S NONDISCRIMINATION POLICIES PURSUANT TO GEPA 427

The University of California has been at the forefront of debates concerning affirmative action and the best ways to redress past discrimination and ensure equity and opportunity in and through education. California voter approval of Proposition 209 in 1996—more than 22 years ago—prohibiting the University from discriminating against or granting preferential treatment to any individual or group on the basis of race, sex, color, ethnicity or national origin, raised many questions about the status of affirmative action programs in the University. Proposition 209 also contained language stating that the University has an obligation to comply with state and federal laws that prohibit discrimination on the basis of race, sex, color, national origin and other protected categories. Thus, despite the policy and administrative implications of 209, the University not only remains firmly in compliance with federal anti-discrimination and affirmative action laws and regulations, but it also continues its commitment to diversity. In May 2001, for example, then-President Atkinson and the Board of Regents reaffirmed their commitment to a set of proactive and innovative policies of recruitment, appointment and retention to bring underrepresented populations to all of its campuses as students, staff and faculty (see “Policy on Future Admissions, Employment, and Contracting Resolution Rescinding SP-1 and SP-2” passed on May 16, 2001). Since that time the President’s Office has funded numerous programs that promote diversity among students and faculty, among them “UC LEADS” for undergraduates and postdoctoral and junior faculty fellowships for scholars in fields (such as STEM) in which they are underrepresented. In recent years (since 2014), the UC Office of the President has consolidated its efforts in the Office of Diversity and Engagement, which provides vision, direction, leadership and oversight of UC’s engagement in public education. It manages programs, initiatives and services that prepare students to succeed academically and to ensure that they advance smoothly throughout the academic pipeline. The office focuses on students from communities with low college enrollment rates, applying current research and best practices to enhance the teaching-learning process with public school educators, and it contributes to developing overarching strategies and approaches for the UC system that advance access, diversity and inclusion for students and faculty. Their web site can be viewed at <https://www.ucop.edu/diversity-engagement/>.

Among the 10 UC campuses, Berkeley has been particularly creative in forging unique collaborations among government, private business, local communities, school districts and K-12 teachers with the goal of assuring that students from low socio-economic and under-represented groups have the skills, knowledge and aspirations to join the student body and be successful at Berkeley. Chancellor Robert J. Birgeneau (who served from 2004 to 2013) was a strong public advocate for policies that promote diversity and inclusion at all levels. In 2005 he launched the Berkeley Diversity Research Initiative to promote research on how UC can better serve the needs of our multi-cultural state. In 2007 he established in the Office of the Vice Chancellor for Equity and Inclusion (VCEI), a cabinet-level appointment that coordinates all of Berkeley’s diversity initiatives and resources with the goal of improving access, retention, graduation rates, research and professional opportunities and the campus climate for all groups. The current VCEI Oscar Dubón (appointed in 2017) is in charge of multiple programs that seek to broaden the participation of all members of the campus community, particularly those who have been historically under-represented and/or unwelcomed, in pursuit of the University’s mission of access and excellence. Working with division professionals, campus partners and the broader University community, Dubón directs Berkeley’s programs and services that lead to academic

access and success for students; open pathways to leadership and advancement for staff; build equitable structures for all members of the campus community; and close opportunity gaps for our most marginalized groups. In short, Dubón is charged with finding innovative ways to promote excellence and diversity without consideration of race-based admissions or employment practices that were in place in California before the implementation of Proposition 209. Among VCEI's initiatives of the past few years is the \$16 million charitably funded "Campus Climate Initiative," which supports a sweeping array of research projects, faculty chairs and student scholarships and dozens of new courses and programs designed to promote diversity and access. Berkeley has initiated multiple programs to support college preparation in K-12 schools and community colleges and to nurture students from disadvantaged backgrounds, and it is one of the only universities in the nation with an office designed solely to help integrate undocumented students in all aspects of campus life, including opportunities for work authorization as provided over the last several years by the federal government's Deferred Action for Childhood Arrivals (DACA) program.

These efforts continue under the administration of Carol Christ, who was appointed Berkeley's Chancellor in 2017. She has been a national champion for women's issues and diversity on college campuses.

Following are the official University statements regarding affirmative action in employment and student matters, as well as brief discussions of some of the programs implemented and their results in the post-209 era.

#### UNIVERSITY OF CALIFORNIA EMPLOYMENT PRACTICES

The University of California prohibits discrimination against or harassment of any person employed by or seeking employment with the University on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (special disabled veteran, Vietnam era veteran, or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized).

The University of California is an affirmative action/equal opportunity employer and, as such, commits itself to undertaking affirmative action, consistent with its obligations as a Federal contractor. Such action is taken to assure equal employment opportunity for minorities and women, for persons with disabilities, and for special disabled veterans, Vietnam era veterans, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized.

In conformance with Federal regulations, written affirmative action plans are prepared and maintained by each campus of the University. Such plans are reviewed and approved by the Office of the President and the Office of the General Counsel before they are officially promulgated. Efforts are also made to advertise widely with the intent of assuring a diverse applicant pool thereby increasing the likelihood of hiring individuals from protected groups and categories. Special efforts are made to include minorities and women on search committees and to reach out through a variety of media to attract minority and female candidates. Special efforts are also made to retain faculty and staff and to ensure a climate of civility and respect for diversity in an atmosphere of academic freedom that is considerate and tolerant of the ideas of others.

While the challenge of hiring and retaining a highly qualified faculty and staff in the wake of Proposition 209 remains, there are some indicators which show that progress is being made. For example, currently (in 2018) 42% of career staff members at UC Berkeley consider themselves to be non-white, and 25% are from underrepresented minorities. As to faculty, in recent decades small annual gains have been made in the hiring of under-represented minority faculty (i.e. American Indian, African American, Chicano and Latino), who now total 9% of the faculty, as well as minority and female faculty (31%).

#### NONDISCRIMINATION POLICY STATEMENT: STUDENT-RELATED MATTERS

The University of California, in accordance with applicable federal and state law and University policy, prohibits discrimination, including harassment, on the basis of race, color, national origin, religion, sex, physical or mental disability, medical condition (cancer-related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or status as a covered veteran (special disabled veteran, Vietnam-era veteran or any other veteran who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized). This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

#### PROGRAMS AND OUTCOMES

##### *Graduate Student Education*

Traditionally, Berkeley has been one of the nation's leading suppliers of PhDs, including those awarded to minorities and women. To maintain this practice, in 1998 the Graduate Council and Graduate Division at Berkeley developed a plan involving extensive recommendations, programs and support systems to enable departments to assure a diverse graduate student population while still complying with state law. The graduate affirmative action effort had three purposes that were intertwined and essential to the educational mission of the graduate program:

1. Increase the number of applications from under-represented women and minorities to graduate programs at Berkeley, with a special emphasis on doctoral programs;
2. Identify outstanding Berkeley undergraduates and encourage them to pursue graduate studies at appropriate institutions;
3. Provide recruitment, mentoring, and financial assistance designed to improve retention and degree completion rates for a diverse graduate student population.

These goals, reaffirmed by the UC Regents in 2007, were designed to encourage academic excellence and diversity and to ensure that all students who can benefit from a Berkeley education are given the opportunity to participate. Years later, in 2005, one important outgrowth of the effort was establishment of the Graduate Diversity Office, a resource that educationally and financially disadvantaged students and under-represented students can use throughout their academic careers at Berkeley. Program representatives also travel to various universities and colleges throughout the country, conducting informational workshops on applying to graduate school, and providing individual advising to prospective students.

Each academic department at Berkeley now has a Graduate Affirmative Action Adviser who is responsible for developing and maintaining departmental recruitment efforts to increase the enrollment of students from ethnic minority groups and non-minority women that have been historically under-represented in graduate programs. Recruitment is carried out through multiple

media and materials, professional conferences, workshops and seminars, name exchange lists, the provision of student financial support, promoting social networking, providing research opportunities, mentoring and retention and follow-up efforts. The department adviser also has an active role in ensuring that each department maintains an educational environment that promotes equal educational opportunity for all students and that values diversity. The adviser is responsible for maintaining departmental programs and procedures involving admission, retention, and funding that are targeted to students from diverse social, educational, and economic backgrounds. These efforts appear to be reaping benefits, as after having fallen by more than 1% between 1996 and 1998 after the passage of 209, graduate enrollment trends among students who self-identify as one of UC Berkeley's under-represented groups (i.e., American Indian, African American, Chicano and Latino) have risen to 12% as of 2017, and women represent 46% of all graduate students.

### *Undergraduate Education*

In 1977, every two out of three undergraduates (66%) were white, and men were a majority in both the freshman class and transfers. In fall 1997, two out of three undergraduates were non-white, and women were a majority of both new freshman and new transfers for the first time since during WWI and WWII. In 2017 only 29% of the undergraduate student body is white, and women make up 53% of the student body. Graduation rates for under-represented students have also been steadily increasing since Proposition 209. As to peer comparisons, Berkeley remains firmly in the mid- to upper-end of the range of peer institutions with regard to both the percentage of under-represented undergraduate students and the rate at which they graduate. *As of the fall of 2017, 17% of Berkeley undergraduates belong to under-represented minority groups, 40% are Asian or Asian-American and 10% are international* (UC Berkeley Office of Planning Analysis web site statistics).

While there has been much discussion about the legality, fairness, and equity of affirmative action in admissions as a result of Proposition 209, Berkeley has made major efforts to provide an equal opportunity for students to receive the preparation needed to be competitive for admission and to ensure their success once admitted. For example, in the area of admissions, there has been considerable attention and debate directed to test scores and the nature of the tests used for judging admissibility. Similarly, there is attention being paid to the financial, physical and curricular capability of secondary schools across communities to provide equal opportunities for students to enroll in advanced classes in areas like mathematics and the sciences. Similarly, changes in the UC Berkeley admission process in the Post-209 era include more comprehensive and holistic admissions criteria. As to retention, the campus community has several pro-active retention programs, including the Student Learning Center, departmentally based programs, and student-run programs, such as La Raza Recruitment and Retention Center and the Black Recruitment and Retention Center. In recent years, the SAT has also been eliminated as major consideration for admission due to perceived bias in the design of the test.

### *The Center for Educational Partnerships: UC Berkeley in the Schools*

Berkeley's commitment to assisting all students in having the best educational opportunity has led to the development of an extensive outreach program to primary and secondary schools, community colleges and local communities. It is designed to fulfill the University's historic promise to maintain diversity while preserving excellence and to provide the best education to all

of California's diverse student populations, particularly those whose opportunities are limited because they are financially or educationally disadvantaged.

*The Center for Educational Partnerships* mission is to

- Improve the academic achievement of students who face significant barriers to college
- Increase the diversity of students who enroll and succeed in higher education
- Empower schools and districts to promote and foster college aspirations through building a college-going culture
- Support collaborations and partner with K-12 and post-secondary colleagues
- Create tools to partner with educators, families and communities to inspire and advocate for our students' successful futures.

The intention is to make outreach a central part of the campus's mission in supporting productive, meaningful collaborations among campus units and Berkeley's educational partners. Dozens of outreach programs and initiatives work with K-14 faculty and administrators, along with parents and community members, to support students from kindergarten to community college. The *Center's* effort is backstopped by Berkeley's School/University Partnership Program, where initiatives include helping schools and communities foster a college-going culture, provide incentives to college-bound students and the teachers who work with them, provide evaluation tools that will help schools make the most of their resources and make a measurable difference in student achievement with strategic, sustained academic support. Through Title VI funding, the National Resource Centers also collaborate in reaching out to schools through curriculum workshops, teacher training, website resources and other similar projects.

In sum, while Proposition 209, passed over 20 years ago, caused those in the University to re-conceptualize student admissions, retention and affirmative action, Berkeley has risen to the challenge to become an even more ethnically diverse institution as it sponsors many activities intended to better teach, prepare, support and increase the probability of higher education success for students from all ethnic and socio-economic backgrounds.



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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

The Regents of the University of California

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Kevin	<input type="text"/>	O'Brien	<input type="text"/>

Address:

Street1:	1995 University Avenue, Suite 510
Street2:	<input type="text"/>
City:	Berkeley
County:	USA
State:	CA: California
Zip Code:	94704-2318
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
(510) 642-4689	(510) 642-9515

Email Address:

kobrien@berkeley.edu

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

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## **ABSTRACT--Berkeley East Asia National Resource Center, 2018-21**

The University of California, Berkeley's programs in Chinese and Japanese studies, established over 125 years ago, are among the most developed in the nation. With this proposal, Berkeley seeks in 2018-2021 to build those areas of its East Asian studies program that are less well developed--mainly Tibetan, Korean and Cantonese studies, and certain advanced aspects of its Chinese and Japanese programs. Coordinated by Berkeley's Institute of East Asian Studies (IEAS), the nexus of all East Asia programs on campus, these efforts include not only language courses but teacher training, public outreach and organized research activities. We seek to move Berkeley and the field in general beyond the China and Japan-centric model of East Asian studies, towards a more nuanced understanding of the region and its diverse character. This objective, which animates our proposal, serves the national need.

With NRC support over the next four years, we believe Berkeley will become one of the few centers in the U.S. offering comprehensive training in all of the major languages and societies of East Asia, including the Less-Commonly-Taught Languages (LCTLs) of the region. We have six goals: (1) to train in greater numbers, with an eye on emerging issues in the region, future leaders of the country with expertise on East Asia; (2) to strengthen the language program so that more students can attain advanced levels of proficiency in not only Chinese, Korean and Japanese, but gain competence in Tibetan and Cantonese (as well as Mongolian, which is separately funded); (3) to strengthen the C.V. Starr East Asian Library further as a regional and national resource, with acquisitions on film, media studies and visual culture; (4) to expand our efforts to train K-12 teachers and build curriculum through two existing and one new program (consistent with CPP 2); (5) to work with community college instructors to develop and offer two new online courses on global history for community college students (CPP 1); and (6) to present diverse perspectives on area studies through new themed research programs at IEAS.

Federal support will allow us to seed new activities and extend existing ones. NRC start-up funds will lead to long-term, UC-funded innovations to the curriculum and outreach training programs. By 2022, we will have begun one of the nation's few Cantonese programs, strengthened our offerings in Tibetan, and launched the Korean major; broadened teacher training at the K-12 level for California educators teaching the 6th, 7th and 10th grades; started one new and strengthened two existing programs for regional community colleges--and for colleges nationwide through two new online courses on global history; broadened IEAS's and our regional centers' programming focus; through FLAS, increased the supply of academic and professional school graduates trained in priority languages (consistent with FLAS CPP 2) relevant to national security (FLAS CPP 1); and enhanced evaluation capabilities at our Center. Berkeley and IEAS have a track record of leveraging successful seed funding into permanently funded programs of national or regional importance, as exemplified by our Mongolian and Tibetan programs, as well as our National Center for K-16 Chinese Language Pedagogy, the seeds of which were planted years ago by previous federal funding.

We request a limited amount of funding for program staff and language lecturers, including very modest salary and benefits coverage for the IEAS associate director (who will coordinate outreach efforts and FLAS administration for the Center); for the IEAS program coordinator

(who will manage public programming); and for the NRC program assistant, who will assist with logistics. We expect lecturers teaching one NRC-funded course for a full year will be hired at 33% time.

In 1895 UC Berkeley became the first American university to establish a curriculum in East Asian studies, and by World War II it was serving the nation with a fully developed program in Chinese, Japanese, Korean, Mongolian, and Tibetan. Today, 72 East Asian studies specialists and another 45 language and literature faculty offer over 300 courses in 32 disciplines, including professional fields. The Institute of East Asian Studies serves as the focal point for all of Berkeley's East Asia programs. Uniting the Centers for Chinese, Japanese, Korean, Southeast Asia, Silk Road and Buddhist Studies, the Group in Asian Studies and other programs, IEAS promotes the study of the histories, cultures, and contemporary affairs of East Asia. It supports research and teaching by distributing funds to support faculty and students; it sponsors conferences, lectures, cultural events and publications, and hosts visiting scholars. It also has extensive teacher training and outreach programs, with new ones planned for 2018-22 in response to NRC Competitive Preference Priorities that partner with local community colleges and teacher training programs to bring East Asia into the classroom.

Berkeley presents an exceptionally interdisciplinary atmosphere for its faculty and students. The new (2018) Global Studies BA offers comprehensive interdisciplinary training in East Asian studies, while the Group in Asian Studies offers MA and PhD degrees with specializations on cross-regional and multidisciplinary topics, as well as a concurrent degree with Journalism. Multiple other programs across the disciplines also allow concentrations on East Asia. The Department of East Asian Languages and Cultures, many of the faculty of which have joint appointments, offers BA, MA and PhD degrees in the languages, literatures, and cultures of East Asia. Instruction takes place in Chinese, Japanese and Korean through the 5th year level with pedagogical tracks for non-heritage and heritage speakers. Elementary and intermediate Tibetan and Mongolian are also taught. Cantonese will begin in 2019 should NRC funding be available.

Reopened in 2008 in a \$52 million facility, the C.V. Starr East Asian Library at UC Berkeley contains one of the most comprehensive collections of materials in East Asian languages in the world, and the largest collection of contemporary Chinese materials outside of China. Title VI funding in 2018-22 will strengthen the Starr Library's holdings on East Asian film, media and visual/material culture, complementing recent acquisitions and current research programs at Berkeley.

IEAS will continue to deliver many of its K-14 teacher training programs through the Office of Resources for International and Area Studies (ORIAS), a joint campus project that organizes curriculum workshops and resource materials for regional teachers and community college instructors, as well as through the California Social Science-History project, a post-baccalaureate teacher training group linked to Berkeley's Graduate School of Education. Both programs will be building online courses for K-12 and community college instructors that align with recent changes to the California state teaching standards.

## Project Narrative File(s)

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## **§1. PROGRAM PLANNING AND BUDGET**

**§A1. Major Activities for Which We Seek Funding (1-6).** Berkeley's programs in Chinese and Japanese studies, established over 125 years ago, are among the most developed in the nation. With this proposal, Berkeley seeks in 2018-2021 to build those areas of its East Asian studies program that are less well developed--mainly Tibetan, Korean and Cantonese studies, and certain aspects of its Chinese and Japanese programs. Coordinated by Berkeley's Institute of East Asian Studies (IEAS), the nexus of all East Asia programs at Berkeley, these efforts include not only language courses but teacher training, public outreach and organized research activities. They seek to move Berkeley and the fields in general *beyond* the China and Japan-centric model of East Asia studies, towards a more nuanced understanding of the region and its diverse character. This objective, which animates our proposal, serves the national need.

With NRC support over the next four years, we believe Berkeley will become one of the few centers in the U.S. offering comprehensive training in *all* of the major languages and societies of East Asia, including the LCTLs of the region. We have six goals: (1) to train in greater numbers, with an eye on emerging issues in the region, future leaders of the country with expertise on East Asia; (2) to strengthen the language program so that more students can attain advanced levels of proficiency in not only Chinese, Korean and Japanese, but gain competence in Tibetan and Cantonese (as well as Mongolian, which is separately funded); (3) to strengthen the C.V. Starr East Asian Library as a regional and national resource, with acquisitions on film, media studies and visual culture; (4) to expand our efforts to train K-12 teachers and build curricula through two existing and one new program (consistent with CPP 2); (5) to develop and offer two new online courses for community college students (CPP 1); and (6) to present diverse perspectives on area studies through new themed research programs at IEAS.

Activities in Non-Language Instruction and Organized Research (1). IEAS will partner with its four East Asia centers over the next four years on a new program to explore the theme of “Walls and Borders” in East Asia. While “border crossing” was a major theme of the 1990s and early 2000’s as we imagined the post-Soviet era ushering in a new borderless world, borders have in fact not disappeared, but proliferated. The “wall,” both metaphoric and very real, appears to be driving political and cultural narratives, from China’s great online “firewall,” to political boundary disputes, expansionism, and inward-looking nationalistic movements. These issues beset the region more than ever, with conflicts emanating from the Koreas, Japan, China, Taiwan, Hong Kong, etc. Tariffs and trade disputes, and literal physical walls and fences, complete the picture. We propose a series of workshops, conferences, and other activities each year to study these phenomena in light of recent political and cultural events. Each of our centers and IEAS itself propose activities that will highlight current thinking on walls and borders in East Asia. Outlined in Table 1 (page 3), these activities, funded in part by the NRC (BUD D2a-e, E3ab), will be open to Berkeley’s academic community, educators, students and the general public. We plan to post research results whenever possible on the IEAS and Berkeley research web pages, as YouTube broadcasts, and PDFs available through the California Digital Library eScholarship website, for wide dissemination. Publications may also emerge, produced through our book series or by our online journal *Cross-Currents: East Asia History and Culture Review* (Wen-hsin Yeh, editor; Keila Diehl, managing editor). At the Haas School of Business, we will strengthen alliances through the annual Asia Business Conference (BUD D3), now called “Bridge,” a student-led conference that connects industry professionals and thought leaders seeking greater involvement with Asia; and by co-sponsoring, with IEAS funds, conferences on industry, business and/or policy concerns in East Asia.



<b>Table 1: Proposed NRC-supported organized research activities, 2018-22</b>				
	2018-19	2019-20	2020-21	2021-22
<b>Institute of East Asian Studies</b>	The Me Too Movement in East Asia: Breaking Barriers or Not?	The South China Sea: Barriers to Maritime Cooperation	Blocking Thought: Surveillance, Walls and Re-Education in Xinjiang?	On Trade Barriers in East Asia
<b>Center for Chinese Studies</b>	Scaling China's Great Firewall: Berkeley's CounterPower Lab and the Free Flow of Information	The Great Wall in the Age of One Belt One Road	Wild Great Walls ( <i>ye changcheng</i> ): Monuments and Peasants in China's Nationalism	Borders and Barriers: China and India
<b>Center for Japanese Studies</b>	Build Bridges Not Walls: The 2020 Tokyo Olympics	Immigration to Japan: Walls or Welcome Mats?	Collapsing Walls: The Challenge of Japan's Abandoned Homes and Villages	Building a Barrier-Free Japan
<b>Center for Korean Studies</b>	The DMZ: Imagining the Other Side	Social Walls & Family Circles: Foreign Brides in Korea	Korean Generation Gaps and Walls	Barriers for the Disabled in Korea
<b>Center for Buddhist Studies</b>	Walls of Separation: Buddhism and Politics in East Asia	Buddhist Topographies in China	Sacred Geometry: Making (and Breaking) a Mandala	The Significance of Thresholds in Buddhism

Activities in Language Instruction (2). Berkeley's Chinese and Japanese course offerings are comprehensive, sustainable, and an important national resource. With this proposal, we request NRC funding to strengthen our Korean and Tibetan offerings, to re-introduce (after a 20-year hiatus) the rigorous study of Cantonese, and to strengthen graduate-level readings courses in Chinese and Japanese. (We will also continue offering Mongolian, but funded via our Tang Center for Silk Road Studies.) Korean, Tibetan and Cantonese are strategic regional languages of national need with inadequate coverage in the U.S. West. Cantonese, while spoken by hundreds of millions of people both inside and outside of China, is not taught anywhere in the U.S. By offering Cantonese we will open new gateways into both China and communities outside of China; offer a path into the study of southern Chinese history, literature and culture and, most critically, we will nurture interest in one of China's most important dialects, countering the complete and unjustified disregard for its significance. For Korean, we seek funds to offer "Business Korean"--a student priority--for the first time, to match the long-offered and in-

demand “Business Chinese” course at Berkeley, filling an important curricular need. Finally, we plan to offer a new series of advanced readings courses in Chinese and Japanese, aimed primarily at graduate students and professionals who need to work with texts, paper and online, in order to carry out their future research and professional duties. These courses use culturally contextualized texts to enhance advanced students’ reading competence, filling a void for those seeking truly advanced proficiency with reading contemporary Chinese and Japanese. These courses will help to counteract recent emphasis on classroom “communicative competence” that has shortchanged an equally important need for true reading competence. Funds to support the partial salary and benefits for lecturers to teach these courses in Tibetan, Cantonese, Business Korean and advanced readings in Chinese and Japanese have been requested in our appended budget. All of these courses will be offered yearly, or in alternate years, taught by existing staff.

Library Support (3). In 2016, the East Asian Library acquired what is now the largest Chinese film studies collection in North America, the Paul Fonoroff Collection. The library had earlier acquired a large number of Japanese monographs, graphics, and press material pertaining to film. These, in conjunction with faculty resources and the collections in the UC Berkeley’s Pacific Film Archive, have made Berkeley a center for the study of East Asian film. To build on these resources, the library seeks funding to expand holdings in (1) East Asian film studies, particularly Chinese and Japanese film studies, (2) East Asian media studies, and (3) the visual and material cultures of East Asia. These acquisitions will better position the library to respond to recent intellectual and cultural developments in East Asian studies. A modest amount of NRC funding would also support staff to catalog the material (BUD A4a).

Planned Training for K-12 Educators (4). Many but not all of our teacher training programs--our response to CPP 2--are delivered by ORIAS, the Office of Resources for International and Area

Studies (described in §I1, p. 42). The Berkeley NRCs have planned their joint ORIAS Summer Institutes for the next four years, which serve the K-12 teaching community by offering content consistent with new interdisciplinary California State standards. The planned topics are “Body and Identity” (2019); “The World in Film” (2020); “The Little Ice Age, 1350-1850 AD” (2021) and “Propaganda: Speech Across Time and Space” (2022). (See BUD E2a). ORIAS will also continue its successful World History Reading Groups and Speakers Bureau Program (§H1a, p. 44; BUD E2a), as well as two new workshops per year for teachers at Berkeley’s Pacific Film Archive (“How to Read a Film”) and two at the Hearst Museum of Anthropology (“How to Read an Object”). Our other K-12 partner, the California History Social Science Project, will recruit 6<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grade teachers over the next four years to create three online Global History courses (BUD E1) that align with new California State standards for those grades (see §H1).

Planned Outreach to Higher Education (5). Our ORIAS World History Curriculum Workshops for community college instructors will continue for 2018-21 (BUD E2b). They will reach hundreds of new instructors in the next four years. ORIAS will add a second program aimed at community colleges, the Community College Online Course Construction Project. This innovative 2-year project will yield two online World History courses (pre-1500 and post-1500 AD). Each course will be built by a team of three or four experienced community college teachers who have attended ORIAS Summer Institutes. The courses will use best-practices for online instruction, drawing on curricular guidance from past Summer Institutes. The goals are (1) to have both courses accepted to the State of California’s Community College Online Course Exchange (<http://ccconlineed.org>), which currently contains 56 of the state’s 114 community colleges, including 26 MSIs; and (2) to gain approval for UC system-wide articulation for transferable credit. Each course will have Creative Commons licensing, making it immediately

accessible and adaptable by anyone with internet access (BUD E2c). These two programs will provide sustained, goal-oriented collaboration with local community college teachers (CPP 1). Outreach to Business, Media, Government, and the General Public (6). Our outreach efforts to the business, media, and government communities have been long-standing and are ongoing (page 46). IEAS and its centers will continue to organize roughly 150 conferences and lectures, many of which will feature prominent public figures from the worlds of business, government, journalism and the arts. We will target special-interest audiences using our MS Access database of over 7500 names collected over decades. As for specifically NRC-funded activities over the next four years, we will implement the organized research program on “Walls and Borders in East Asia” as well as general IEAS program activities. Ten percent of our Program Director Caverlee Cary’s salary will be paid by the NRC (BUD A3b), with funds allocated to each of our centers for program expenses (BUD D2a-e; E3ab).

**§A2. Timeline for Strengthening Our Program and the Effective Use of Resources and Personnel.** A timeframe for implementing major goals and for showing results of activities can be found in the Performance Measure Forms attached to this proposal (Appendix 3). By 2022, Berkeley’s East Asia program will have gained strength in the teaching of Tibetan and Cantonese languages as well as Business Korean; introduced new highly advanced reading competence courses in Chinese and Japanese; and implemented the Korean major with diversified offerings. The program will have added new, timely courses on lesser studied regions of East Asia, as well as a new programmatic focus at our centers. We will have strengthened our library and teacher-training programs, reaching hundreds of new teachers, and thousands of students.

IEAS, with its “federal” structure of autonomous centers, and close relations with departments, can effectively coordinate the use of NRC resources. IEAS facilitates the growth of East Asian

studies at Berkeley by providing funds to areas of priority or need. Needs are identified by faculty input to the IEAS director and executive committee in conjunction with specified NRC goals. Program and financial management of the NRC is under the control of the director and associate director with support from the NRC program coordinator and an assigned grants analyst who works under the umbrella of Berkeley's Campus Shared Services, with general oversight from the Office of the Vice Chancellor for Research. The university's Sponsored Projects Office and Office of Contracts and Grants Accounting oversee the allocation and expenditure of funds, while fellowship funds are managed by the Graduate Division. The librarians of the C.V. Starr Library receive oversight from the Main Library.

**§A3. Reasonable Costs.** Our Title VI funds are strategically applied to get the greatest good out of the funding available. Money to support instruction in East Asian languages will enable us to further develop two of the nation's only programs in Tibetan and Cantonese (both critical-needs languages) and to increase our Korean offerings toward the launch of our Korean major. Title VI funding to the language department represents a modest but crucial 4% of its budget; it seeds the new courses that allow the program to expand. The total NRC request represents only 5% of the annual IEAS budget, but it is a critical amount that we use to leverage other funds from the university and outside sources, especially in strategic fields needing an initial "leg up," such as Korean and Tibetan studies. Support for the East Asian Library, only about 1% of its annual budget, will expand access to regional and contemporary digital materials. Funding requests for outreach programs to K-14 teachers and community college students, as well as business, media and the general public will help us reach a broad audience beyond our campus. In all cases, NRC funding provides a strategic boost that leverages new support.

**§A4a. Long-Term Impact on Training Programs.** Proposed funding requests will allow us

to seed new activities and extend existing ones. NRC start-up funds lead to long-term, UC-funded innovations to the curriculum and outreach training programs. By 2022, we will have (1) begun one of the nation's few Cantonese programs, strengthened our offerings in Tibetan, and launched the Korean major; (2) broadened teacher training at the K-12 level through three new online courses for California educators teaching the 6<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grades ; (3) started one new and strengthened two existing programs for regional community colleges--and for colleges nationwide through two new online courses on world history; (4) broadened IEAS's and our centers' regional programming focus; (5) through FLAS, increased the supply of academic and professional graduates trained in languages relevant to national security; (6) enhanced evaluation capabilities at our Center. IEAS has a successful track record of leveraging seed funding into permanently funded programs of national or regional importance, as exemplified by our Mongolian and Tibetan programs, as well as our National Center for K-16 Chinese Language Pedagogy, the seeds of which were planted years ago by the East Asia NRC.

## **§B. QUALITY OF BERKELEY'S EAST ASIAN STAFF RESOURCES**

**§B1. Qualifications of Teaching Faculty and Professional Staff Members; Professional Development Opportunities and Time with Students.** Berkeley has exacting standards for research and teaching. As demonstrated in the appended CVs (Appendix 1), our East Asian faculty are exceptionally well-qualified, having received rigorous training at distinguished universities throughout the world. They have made numerous trips to their countries of specialization, including extended periods of residence. Core faculty members read, write, and speak the language of their target countries. Our faculty's distinction is recognized by the leadership roles they hold in this country and abroad in research, professional associations, and editorial boards, and by the international fellowships and prizes they have won. Berkeley faculty

members have served as consultants and advisers to government organizations at home and abroad. Other teaching staff, including visiting faculty and UC lecturers, are also highly qualified. A PhD is usually required for all fully in-charge instructors, with lecturers hired from among the nation's pool of top talent. Berkeley recognizes the value of professional academic staff by affording them opportunities for security of employment and benefits that are indistinguishable in many regards from ladder rank faculty. Many staff members, particularly those managing research units, are likely to have earned the PhD. In fact, UC has a formalized hybrid academic/staff position, the "academic coordinator," which manages the administration of research units and some teaching departments in coordination with faculty, allowing the faculty to concentrate on research and teaching, rather than administrative duties.

All junior faculty members at Berkeley are encouraged to enroll in the year-long Teaching Excellence Colloquium, led by the executive dean of the Colleges of Letters and Science, which provides participants with the knowledge, tools and inspiration to achieve Berkeley's high expectations for teaching excellence. The Colloquium is organized by the Center for Teaching and Learning at Berkeley, which provides an array of professional development programs for Berkeley faculty, including best-practices workshops, development grants, and programs to promote iterative experimentation and transformation across curricula to enhance student learning and engagement. Every nine years, faculty members may take one year of leave with full pay to pursue professional development and research. Berkeley's East Asian faculty members usually coordinate such sabbatical leave with other grants, enabling them to conduct research in East Asia. Berkeley's Committee on Research provides annual grants to faculty for professional development opportunities. Most departments, along with IEAS and its centers, offer additional support. Professional development for librarians is also available in the form of IEAS and center

travel grants. As for language lecturers, the Berkeley Language Center (BLC) provides professional development fellowships that allow for a course off to complete projects, and travel awards to present papers at conferences. Since 2013 the BLC has given 5 fellowships and 22 conference awards to lecturers from the Department of East Asian Languages and Cultures (EALC). Berkeley is deeply committed to raising funds to support its faculty: in the past three years alone, nearly \$20 million dollars in extramural funding (gifts and grants) has been raised by Berkeley faculty to enhance research, teaching and professional development on East Asia.

Berkeley faculty members are required to spend a large portion of their time in contact with students. As a public institution with a teaching (and research) mission, teaching is valued and rewarded. The Center for Teaching and Learning at Berkeley promotes teaching excellence with grants to more than 1,500 full-time and 500 part-time faculty members in over 130 departments each year. It also recognizes top teachers through its annual Distinguished Teaching Awards, which are highly coveted, and through its Committee on Teaching, which provides assistance to departments to develop teaching skills. Ladder-rank faculty members generally teach four courses per year and many East Asian faculty members regularly volunteer to teach Berkeley's famous Freshman Seminars and pedagogy courses. It is common for Berkeley faculty to conduct one or more "directed readings" courses each term for advanced students. In addition, faculty members actively supervise student theses and projects at all levels. Full-time lecturers teach five courses per year and also advise students. Funding opportunities from IEAS and departments allow graduate students to participate in faculty research projects. Numerous organized research opportunities also are available for undergraduates, who work with faculty mentors.

**§B2. Faculty Oversight of the Center and Adequacy of Staff.** The executive committee of the Institute of East Asian Studies is composed of the director and associate director of the



institute, its six center chairs, and two members of the Berkeley academic community. It is a true executive committee that meets monthly to oversee programs, activities (including NRC projects) and the overall budget. The committee approves funding proposals and reviews fellowship files. In 2017-2018, the members represented the departments of Political Science, Geography, Rhetoric, History of Art, EALC, Buddhist Studies, and Gender and Women's Studies. In addition, each center and program of IEAS has an executive committee that provides oversight of our component parts. The FLAS selection committee is described on page 49. The NRC and IEAS, like all Organized Research Units at Berkeley, fall under the general purview of the Vice Chancellor for Research, who is charged with the regulation of research affairs at Berkeley. The Research Division in turn is overseen by the Executive Vice Chancellor and Provost, as well as the Chancellor, under policies instituted by the UC Office of the President.

IEAS, the host of the East Asia NRC at Berkeley, has ten academic administrators (including faculty heads of programs), nine professional staff, and six program and clerical staff. They plan, organize, and administer the institute's research, publication, conference, lecture, and outreach programs. Direct administrative responsibility for NRC programs is held by the director, associate director, and NRC program coordinator, and they are all highly qualified. The director of IEAS is Kevin O'Brien. Professor of Political Science, he is also the Haas Chair in Asian Studies and the Alann P. Bedford Professor of Asian Studies. A scholar of Chinese politics in the reform era, Professor O'Brien studies topics such as legislative politics, local elections, fieldwork strategies, popular protest, policy implementation and village-level political reform. He is the author or co-author of several books, including *Reform Without Liberalization: China's National People's Congress and the Politics of Institutional Change* (Cambridge, 1990; paperback, 2008), and *Rightful Resistance in Rural China* (Cambridge, 2006); and he has edited a number of

volumes, including *Rural Politics in Contemporary China* (with Emily T. Yeh and Jingzhong Ye; London: Routledge, 2014). O'Brien served as the chair of the Center for Chinese Studies from 2005 to 2008. Appendix 1 contains more complete biographical information.

Dylan Davis is, as of June 1, 2018, the new associate director of IEAS, replacing the retiring long-time incumbent. Formerly the program director of IEAS's Center for Korean Studies, he has served for the last three years as the country representative for The Asia Foundation in Korea. In 2017 he received the foundation's Presidential Medal for his achievements in regional development in Korea, Southeast Asia and Mongolia. Davis is well positioned to move the Center beyond its traditional foci on China and Japan. Dr. Caverlee Cary is the NRC program coordinator. With a PhD in Asian art from Cornell, and years of experience in program development, Dr. Cary works extensively with business groups, academics, local museums, journalists, foreign government agencies and students to mount high-profile outreach programs for IEAS that serve the regional and national interest.

### **§B3. Nondiscriminatory Employment/Encouragement of Underrepresented Minorities.**

Berkeley has a deep commitment to the twin goals of excellence and diversity. As a public institution of higher learning in the nation's most ethnically and culturally diverse state, Berkeley is actively committed to championing opportunity for persons of every race, gender, ethnicity, sexual orientation and socio-economic background. The Office of the Vice Chancellor for Equity and Inclusion (VCEI) coordinates all of Berkeley's diversity initiatives and resources with the goal of improving the access, retention, graduation rates, research and professional opportunities and campus climate for all groups. VCEI Oscar Dubón is charged with finding ways to promote excellence and diversity without consideration of race-based admissions and employment practices that were in place in California before the implementation of Proposition 209 in 1996.

The VCEI's "Campus Climate" Initiative, established in 2014, supports a sweeping array of research projects, faculty chairs and student scholarships and dozens of new courses and programs designed to promote diversity and access. It works to examine, monitor and take proactive steps to improve the campus environment with regard to respect, inclusion, access and equity. Berkeley has also initiated multiple programs to promote college preparation in K-12 schools and community colleges and to nurture students from disadvantaged backgrounds and it is one of the only universities in the nation with an office designed solely to help integrate undocumented students in all aspects of campus life, including providing opportunities for work authorization in recent years through the federal government's Deferred Action for Childhood Arrivals program. UC's equal access policy is stated on p. 16, and our detailed GEPA 427 statement, with further discussion, is appended. Berkeley's hiring and admissions policies have resulted in a highly diverse campus. Forty-two percent (42%) of our current East Asian studies ladder-rank faculty members are female and 48% are Asian, Asian-American or other minorities. Non-minority males make up only about a third (31%) of the ladder-rank faculty in our world area. Underrepresented minorities made up 17% of Berkeley's 2017 entering freshman class; Asian-Americans were 43% and white students, 25% (4.7% declined to state). As for non-academic staff, the VCEI reports that 42% identify as non-white, with 25% being underrepresented minorities; 13% also identify as gay, lesbian or transgendered, a figure that is higher than the general population of the San Francisco Bay Area, a fact that underscores Berkeley's welcoming employment policies.

## **§C. IMPACT AND EVALUATION**

**§C1. Program Impact on Region and Nation.** U.S. need for East Asian experts grows more urgent each year. Berkeley is meeting this demand by offering one of the largest and most

comprehensive East Asian training programs in the nation. Our students will continue to occupy positions that contribute to a nationwide understanding of East Asia and to establish more mutually beneficial linkages between the United States and East Asian nations; our instructors will ensure the continued supply of well-prepared students. The immediate quantifiable impacts of NRC activities on the Berkeley community, Northern California and the nation may be seen in Table 2. We aim to expand these impacts in 2018-2021 NRC cycle.

<b>Table 2: Quantifiable Impacts of Berkeley's East Asia Program</b>		
<b>Activity</b>	<b>Impact</b>	<b>Quantitative Indices</b>
Training East Asian specialists.	National impact in increasing numbers of experts in East Asia.	Concentrators 2014-2017 (3 years): BA: 772 MA: 440 PhD: 34
Further broadening enrollments (to professional schools and for STEM students) and strengthening offerings in East Asian languages.	Increases number of trained speakers of Chinese, Japanese and Korean available to work in areas of national need.	3675 enrolled in 2016-17. First-year Chinese now most enrolled language course at Berkeley; Japanese 3rd, Korean 5th.
Developing resources for language teaching and proficiency testing.	Producing language textbooks, computer teaching resources and Web resources for national and local use. Teacher training at BLC.	2014-2017: 3 new CJK textbooks; new web-based practice programs; 6 instructors supported at BLC; 20k student visits to BLC annually.
Promoting lesser-taught and critical-needs languages.	Offering most advanced courses in Chinese, Japanese and Korean in the nation, as well as advanced Tibetan.	CJK offered through 5 <sup>th</sup> year. Korean enrollments up by 30% since 2012 and 1000% since 1993. Tibetan up 37% since 2012.
Expanding area studies curriculum offerings.	Training students in wider range of area studies.	310 regularly-taught courses and 10 new courses created, 2014-2018.
Continuing and expanding weekly colloquia on East Asia through IEAS and component centers.	Extending knowledge of East Asia in all fields among diverse audiences.	Approximately 150 events per year, 20-70 participants per event. Strong participation from general public.
Conducting K-14 teacher training through ORIAS and IEAS.	Fostering integration of Asian studies into K-14 classrooms; preparing students for advanced studies.	86 teachers trained in 2016-2017 alone, reaching over 9000 students; 250k+ web hits on ORIAS site.
Training Chinese language teachers and working with schools on programs thru NCCLP	Increasing national capacity for Chinese language from earliest levels through college faculty.	Approx. 200 teachers trained by NCCLP in 2014-2018. Consultation with 8 school districts nationwide.
Strengthening library resources.	Making resources available at local, community and regional levels.	Over 40k transactions per year; 4.5 million total holdings (media and print), increasing at 20% annually.
Outreach efforts to media, public.	Provides expertise on East Asia to local and regional media, business, and general public.	High-profile events, some posted on YouTube or with media coverage. IEAS web hits 2014-18: 1.6 million.
Using NRC funding and endowments to leverage outside grants.	Providing significant support to strengthen East Asian studies at local and national levels.	In 2014-2017 Berkeley's East Asian faculty won \$4.1 million in institutional grants (non-federal).

**§C2. Addressing National Needs Through Center Activities; Disseminating Information.**

Our efforts to address national needs are reflected in the programs mounted by IEAS and our centers, which regularly address geopolitical, security, environmental and international relations topics. For instance in recent months, IEAS has presented public lectures and workshops on topics ranging from “The Trump Administration’s Northeast Asia Policy” (February 2017) to “Korea-U.S. Relations in the Post-Park, Post-Obama Era” (March 2017), to “Comparative Industrial Policy in the Cybersecurity Industry: International Implications” (October 2016). Our events are widely publicized and well attended, often with 75 or more audience members and sometimes receiving press coverage. We estimate that IEAS mounts at least 30 events relevant to national needs each year, reaching over 1000 members of the public, and more via our YouTube event archive. In addition, IEAS publishes 3 to 5 books each year, many of which address policy issues. Information is disseminated via our website and LISTSERVE containing over 6000 addresses. Looking forward, our planned program over the next four years on “Walls and Borders in East Asia” squarely addresses issues of national and international importance.

**§C3. Equal Access for Underrepresented Groups.** It is the policy of the University of California to ensure equal access and treatment for all eligible participants to its programs. This includes members of underrepresented groups: racial or ethnic minorities, women, persons with disabilities and the elderly. Thus, the university has active outreach programs with regard to hiring, the admission and matriculation of students, and use of university resources. All campus buildings that house East Asian programs are accessible to disabled persons. We make arrangements on request for the blind or hearing impaired by taping events for later transcription or providing sign language interpretation. Our website conforms to ADA standards for computer-assisted voice access by the blind and visually-impaired. The University of California, in

accordance with applicable federal and state law and university policy, prohibits discrimination and harassment on the basis of race, color, national origin, religion, sex, gender identity, pregnancy/ childbirth, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation, or status as a Vietnam-era veteran or special disabled veteran. The policy covers student admission, access, and treatment in UC programs and activities.

**§C4. Comprehensive Evaluation Plan; Program Improvement.** The Berkeley East Asia NRC's evaluation plan is comprehensive and professionally designed. It involves four main activities: (1) the collection of quantifiable data and subjective evaluations through campus sources and longitudinal surveys; (2) for our teacher-training efforts, the updating and refining of survey instruments for our ongoing and new programs, paired with: (3) ongoing data evaluation, site visits, and teacher interviews by our education evaluator; and (4) review and follow-up by the IEAS director and executive committee. In 2010, the area centers at UC Berkeley introduced surveys to measure the overall performance of our outreach and teacher-training programs. These longitudinal exit surveys have assessed the longer-term outcomes for our K-12 and community college instructor training programs over a period of eight years, and will continue to do so. These surveys quantify the outcome of NRC teacher-training activities, including their effects on K-12 and community college classrooms. For 2018-21, we have asked Dr. Nancy Sato (biography in Appendix 1), a Stanford-trained education evaluator known to IFLE for her work on IEAS's Fulbright Hays Group Projects Abroad programs, to update and refine this plan to assess longer-term outcomes on behalf of all of Berkeley's NRC teacher-training programs. Using data provided by up to 12 years of our surveys, plus (for 2018-2021) observations of classroom work and training sessions, interviews, additional post-program questionnaires and lesson plan reviews, Dr. Sato will provide annual outcome-oriented written assessments of the

effectiveness of our K-12 and community college training programs. Where possible, she will also assemble teacher portfolios and case studies to create best-practice models for future professional development activities and to deepen the Center's understanding of its work. As for the evaluation of our general NRC program, IEAS will continue to collect extensive data on our Center's "outputs" as detailed in in Table 3 below; to enhance this quantitative data and survey material, we will also collect qualitative information such as course evaluations (Berkeley requires the distribution each semester of standardized and anonymous questionnaires used for multiple purposes including curriculum revision and faculty assessment); departmental

<b>Table 3: Outcome-Measure-Oriented Data Collected by the NRC</b>				
<b>Student Data</b>	<b>Faculty Data</b>	<b>Outreach Data</b>	<b>Budget Data</b>	<b>Qualitative Data</b>
Undergrad and grad degrees	FTE/tenure status	Teacher programs	Faculty salaries	Course evaluation
Fellowships received	Grants received	# of teachers trained	Staff salaries	Breadth of courses
Financial aid received	# visiting scholars	# of students reached	Outreach budgets	Breadth of langs.
Language concentrators	Courses taught	IEAS website hits	Library acquisitions	Breadth of theses
Placements	Awards	Events attendance by type of participant	Library salaries	Breadth of subjects
EAP participation	Publications	Types of training	Cost of courses	Teaching evaluations.
Language proficiency	Travel experience		Fee and tuition rates	

reviews (Berkeley reviews all campus departments every decade with committees of internal and external faculty. IEAS underwent a full external 10-year review in 2013, providing a baseline for future progress and the Group in Asian Studies MA/PhD Program underwent a full review in 2017); information gleaned from faculty and student interviews; and observations of classroom teaching and organized research activities. These comprehensive sets of materials will then be used to support a full program review by the IEAS executive committee, with an invited outside member, in year 3. The review will provide clear, measurable and comprehensive assessments of areas where we are doing well and where improvement is needed, which in turn will support long-term program planning.

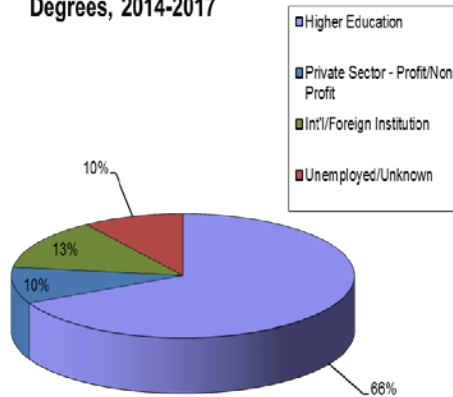
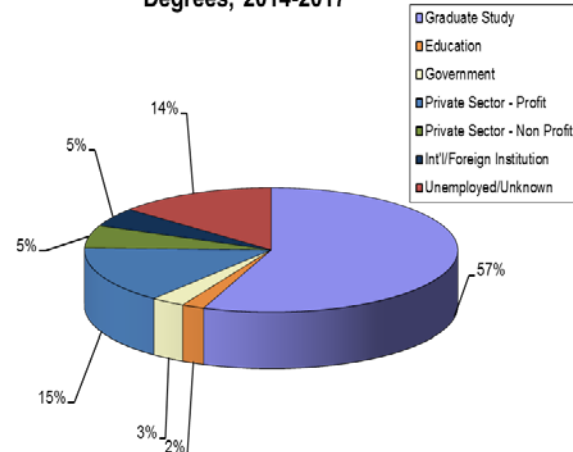
The director and executive committee of IEAS--and the Berkeley administration--are responsive when the need for change is demonstrated, and recent evaluations have been helpful

in this regard. When the 2013 external review of IEAS identified the need for a more robust advisory board structure for our large operation, a two-tiered structure was implemented with an executive committee composed of center chairs that meets monthly, and a larger advisory board of campus-wide stakeholders that meets once a semester. Following the 2017 review of the MA and PhD degree programs of the Group in Asian Studies by the Academic Senate, formal by-laws were developed, and the concurrent degree with the Law School was discontinued (due to low enrollment). Evaluation is an ongoing process at UC Berkeley and issues identified through this process in the future will be addressed by the IEAS executive committee during its monthly meetings, and reported annually to the Vice Chancellor for Research.

**§C5. Placement of Students in Areas of National Need and Efforts to Increase Numbers.**

Berkeley has a solid record of placing BA, MA, and PhD graduates in important positions. Our recent graduates at all levels have been hired by the Department of State (assigned to China), the United Nations, the National Security Agency, and by the U.S. military (our Asian Studies program recently graduated two students on temporary leave from military careers, and one is currently enrolled). The Berkeley Career Center, which tracks student placements, indicates that the average of 4% of students who enter U.S. government service rises to 8% if employment at the UC-managed National Laboratories is included. Berkeley graduate students primarily go into teaching and research, but are represented in all professional fields. Overall, Berkeley awards more PhD degrees, and more to minorities and women, than any other school in the nation. Our graduates enter careers in government, international organizations, private industry and business, thereby serving the national need for East Asia experts. Charts 1 and 2 below (page 19) provide 2014-2017 MA and PhD placement figures.



**Chart 1:****Career Paths, EA Concentrators, Doctoral Degrees, 2014-2017****Chart 2:****Career Paths for EA Concentrators, Masters Degrees, 2014-2017**

In 2016-2017 the Berkeley East Asia program graduated 255 BA concentrators in East Asian Studies, 14 MAs and 15 PhDs. These numbers are based on 20 or more units of study of language and area studies. (Before the Department of Education changed the standard from 15 to 20 units, the numbers were 50% higher.) Berkeley Career Center statistics report that 4% of BA recipients and 3% of higher degree recipients enter government service, which suggests that Berkeley sends about 11 East Asia specialists each year into government service. Forty percent (40%) of East Asia BAs and 20% of MA graduates enter private sector jobs, both for-profit and non-profit. In recent years, through extensive outreach efforts (e-mail, flyers, workshops and department visits), Berkeley has had considerable success recruiting students from the sciences and professional programs into our East Asian languages classes. Among the 255 East Asia BA concentrators last year, 88 (or 35%) graduated with degrees in science, math, engineering and professional schools, a figure that suggests Berkeley is helping to place hundreds of STEM or professional program students into jobs are likely to be of service to the nation, either through private industry or government service.

**§C6. Improving Supply of Area Subject Specialists.** Berkeley likewise has a strong record of educating and placing FLAS and non-FLAS students into positions relating to East Asia, no matter the field. While most take jobs in higher education, 30% of MA and 10% of PhD students enter careers in industry, business or government service (see Charts 1 and 2, which track all graduates). We expect that FLAS graduates follow this pattern. We hope to gain precise data using the FLAS tracking survey that was implemented by IFLE. We are scheduled to issue the fourth round of surveys in 2018 (having tracked cohorts in 2012, 2014 and 2016). We hope that by offering seminars on topics in East Asian studies and workshops on opportunities for those with foreign language skills, by expanding access to FLAS and by creating awareness of areas of national need, we will continue to diversify the FLAS pool and increase the numbers of specialists in East Asian studies.

**§C7. FLAS Awards in Areas of National Need.** FLAS fellowships are consistently awarded in areas of national need. Over the last four years, the East Asia NRC awarded fifteen (15) summer or academic year FLAS (over 30% of the total) to students in professional schools, STEM subjects, or terminal MA programs to students planning careers in government or areas of national need (such as non-profits or industry). While FLAS is an important means of support for students planning careers in higher education, the Center is mindful of federal goals. Over the next four years, we plan to double efforts to attract students to training opportunities in East Asian studies, including advanced language training in all fields, particularly those from the professional schools, science and engineering, who are more likely to enter government service. Some of the mechanisms we propose are described in §J, “FLAS Awardee Selection Procedures.” We hope for a realistic 5% measurable improvement in FLAS application rates from these populations by 2020.

## §D. COMMITMENT TO THE SUBJECT AREA

### §D1. Institutional Support for East Asian Studies, Including Teaching Staff, Library,

#### Outreach Activities, Qualified Students.

UC Berkeley has long recognized its East Asian studies program as an outstanding asset. The foundation was laid in 1872 when an early regent of the university endowed UC's first chair, the Agassiz Professorship of Oriental Languages. This led to the establishment, by the end of the 19<sup>th</sup>

**TABLE 4:**

**UC BERKELEY INSTITUTIONAL COMMITMENT TO EAST ASIAN STUDIES, 2016-2017**

Category	Amount
Administrative Staff (22 FTE)	\$2,455,601
East Asian Language Faculty (44 FTE)	\$5,880,390
Non-Language Faculty (66 FTE)	\$9,830,498
Library Personnel (18 FTE)	\$2,205,488
Library Acquisitions	\$1,161,187
Outreach/Museum Staff (3 FTE)	\$ 348,510
Other (e.g. public program expenses)	\$1,325,000
Fellowships & Student Aid	\$4,640,160
<b>Total University Commitment</b>	<b>\$27,846,834</b>

century, of North America's first formal curriculum in Chinese studies. With Japanese added in 1901 and Korean in 1943, Berkeley served the nation with a fully developed East Asia program by World War II. Support for our program has been a high priority for successive campus administrations. Table 4 provides a summary of the university's current financial contributions. Indeed, after 146 years the study of East Asia remains a top field of study and research at Berkeley. Chinese and Japanese are among the most enrolled foreign languages on campus, and Korean is now fifth, ahead of German and Arabic. Berkeley graduates more undergraduate majors and PhDs in East Asian studies than any other school in the United States, hosts more visiting scholars in all fields (p. 24), and currently enrolls over 3000 students from East Asia-- numbers that bespeak our deep connection to the region. Research collaborations with East Asian institutions are growing quickly in number and complexity. In light of these developments, the highest levels of Berkeley's administration have recently sought even stronger ties to East Asia, with multiple formal agreements signed with institutions across the region. Berkeley Chancellors,

including Nicholas Dirks (2013-2017) and Carol Christ (2017-) visit Asia regularly, maintain professional relationships with counterparts at institutions in Japan, Korea and China, and actively foster collaborative research in the sciences, social sciences and humanities. IEAS, home to the current East Asia NRC, manages several substantial research and exchange agreements with the governments of South Korea, Taiwan and Japan, and the campus, many others. This commitment translates into significant overall resources for East Asian studies at Berkeley, including a faculty that spans multiple departments and professional schools.

As the hub of Berkeley's East Asian studies program, IEAS and its constituent Centers for Chinese, Japanese, and Korean Studies (CCS, CJS, and CKS respectively), Center for Buddhist Studies (CBS) and the new Tang Center for Silk Road Studies (TCSRS), employ a total of 27 faculty administrators, academic and professional employees, and part-time staff. In 2017, the formerly independent Center for Southeast Asia Studies (CSEAS) also came under the IEAS umbrella. (Please note that CSEAS and TCSRS are applying for separate NRC/FLAS grants: the former for a Southeast Asia grant in consortium with its UCLA counterpart, and the latter for an International NRC, as a novice Center). IEAS has also had success in recent years in building, with extramural funding, a Mongolia program at Berkeley, one of the few in the nation. IEAS is the largest area studies Organized Research Unit at Berkeley, and one of the largest in any field.

While the Department of East Asian Languages and Cultures (EALC) has the largest concentration of East Asian specialists on campus, other academic departments, the professional schools, and the Graduate Division contribute significantly to the overall enterprise. As of April 2018, EALC had 44 regular faculty members (18 ladder rank and 26 full and part-time lecturers), plus 15 visiting faculty and graduate student instructors. EALC is described in §G, pp. 31-37. The Berkeley Language Center (BLC) provides further support in East Asian languages, with

practice facilities and resources for students and pedagogical training for lecturers. Berkeley's non-language departments and professional schools have 53 regular faculty members specializing in East Asia either fully or part-time. Numerous visiting instructors across departments further complement the curriculum.

Library resources for East Asian studies are discussed in §E (p. 25). The University spends nearly \$2.2 million annually on library salaries and acquisitions on East Asia. The C.V. Starr East Asian Library, the first freestanding building erected to house an East Asian collection in North America, opened ten years ago in the heart of the campus, adjacent to the Main Library. Funded by private donors, it has allowed for a major on-campus expansion of Berkeley's renowned East Asian collections, which are consistently ranked among the best in the nation. The largest of Berkeley's branch libraries, Starr exemplifies Berkeley's commitment to East Asian studies. A companion building, the East Asian Academic Building (the second phase of the Chang-Lin Tien Center for East Asian Studies, named for our late chancellor) will eventually provide office space for IEAS and EALC, plus classrooms and a 200-seat auditorium. When completed, this facility will consolidate the university's core East Asian units in close proximity, allowing for even better cooperation.

As for linkages with institutions abroad, Berkeley has campus-recognized international exchange agreements with at least 34 East Asian universities, involving such diverse campus units as IEAS, Education Abroad, Engineering, Transportation Studies, and the Global Engagement Office (GEO), which manages the campus's international initiatives and exchanges. Berkeley's Education Abroad Program, which employs a regional adviser for East Asia, sent 229 Berkeley students to 43 programs in East Asia in 2016-2017. Its many offerings are described in §H4, p. 41. Berkeley is also one of the nation's biggest receivers of foreign scholars and students.

In 2016-2017 Berkeley hosted 3399 foreign scholars, of whom 1233 (36%) hailed from East Asia. In fall 2016 the campus enrolled 5951 foreign students, of whom a striking 3071 (52%)--over half--were from the greater China region, South Korea and Japan. Scholars and students from East Asia far outnumber their counterparts from other world regions, surpassing Europeans (the next most-represented group) by a factor of six. Both of these groups--visiting scholars and enrolled students--represent not only a significant East Asian presence within disciplines across the campus, but are a source of lasting linkages between Berkeley and institutions across East Asia. About 65 visiting scholars pursue research at IEAS annually, which employs three bilingual visiting scholar assistants. Comprehensive administrative and practical support for these scholars and students is provided by the Berkeley International Office, which also maintains meticulous databases from which these figures are drawn.

Outreach programs are detailed in §I (pp. 42-47). In addition to the activities of our academic departments, the professional schools and libraries, a number of other campus units enhance the East Asian studies outreach program. First among them is ORIAS--the Office of Resources for International and Area Studies--a joint program of all NRCs at Berkeley specifically established to address K-12 and community college instructor training needs in international education. Others include the California History-Social Science Project (CA H-SS) and the Developmental Teacher Education Program in the Graduate School of Education, among others. IEAS and its centers also join with local schools and public service groups to conduct outreach and training programs for teachers, journalists, and the general public. One IEAS center, the National Center for K-16 Chinese language pedagogy, has been dedicated exclusively since 2008 to training Chinese language teachers of all levels.

Berkeley students are highly qualified. The freshman admissions rate in 2017 for California

resident applicants is 18.3% with a grade point average of 3.91. As for graduate students, Berkeley admits only the most promising and talented; admissions rates vary by department but average 4%. IEAS and its centers support several student associations, including the Berkeley Student Journal of Asian Studies (an undergraduate group that has now published four annual volumes), Strait Talk, an association that organizes discussion groups and conferences on the Taiwan/China question, the Bakai Association for students of Japanese studies, and the Korean Studies Graduate Student Group. Other groups associated with IEAS include Bridge: The Asia Business Conference and the EALC Undergraduate Student Union, the local branch of the national group. Such student groups encourage intellectual collaboration by providing an environment to share ideas, and they support professional development through conferences planned in conjunction with IEAS and the East Asian faculty.

Finally, IEAS and its centers, partnering with departments, have sponsored various annual fellowship programs that provide direct grants to qualified students working on East Asia. Recently, these fellowships have included top-off awards of up to \$15,000 to help departments recruit superior international students, and awards up to \$6000 for continuing graduate students. This funding enables research projects for as many as 75 students each year. IEAS also provides travel awards to graduate students who present papers at national conferences. Another IEAS program, the Haas Junior Scholars Working Groups, brings together doctoral candidates for an academic year to discuss and critique their dissertation work, providing each a modest stipend and additional funds to organize an international conference at the conclusion of the year. In 2016-2017, IEAS and its centers provided over \$620,000 to Berkeley students from endowment and non-FLAS grant funding. Students in East Asian studies also win university and departmental fellowships, teaching/research appointments, and extramural fellowships. The

Graduate Division supplements FLAS stipends for incoming students.

## **§E. THE C.V. STARR EAST ASIAN LIBRARY**

### **§E1a. Relative Strength of Library; Berkeley Financial Support for Acquisitions & Staff.**

Berkeley's C. V. Starr East Asian Library (EAL) contains one of the most comprehensive collections of materials in East Asian languages in the United States. Started in 1896, the

<b>Table 5: East Asian Library Summary of 2016–2017 Holdings</b>	
<b>BOUND VOLUMES</b>	
Chinese	599,939
Japanese	422,946
Korean	124,064
Tibetan, Mongolian, Manchu	24,159
Total Bound Volumes	1,171,107
<b>SERIAL SUBSCRIPTIONS</b>	
Chinese	49,850
Japanese	1,073
Korean	226
Other	92
Total Serials	51,241
<b>NEWSPAPERS</b>	
Chinese	20
Japanese	6
Korean	7
Tibetan	2
Total Newspapers	35
<b>OTHER MATERIALS</b>	
Microform reels and sheets	66,354
Cartographic/graphic	8,541
Audio visual	20,769
Total Other Materials	95,664
Total Electronic Books	3,272,911
<b>TOTAL HOLDINGS</b>	<b>4,539,682</b>

collection now totals approximately 1,171,107 print and manuscript volumes and bound serials. This figure increases at a rate of more than 18,000 volumes annually, making the Starr one of the fastest-growing East Asian collections in the U.S. Its combined print and electronic holdings of Chinese, Japanese, and Korean materials rank first among U.S. universities (second if only print volumes are counted). EAL's Japanese print holdings rank first among all U.S. university collections, its Chinese print holdings second, and its Korean print holdings fourth. The library is also the largest repository of materials for the study of contemporary China outside of China. Materials range from recently published books, periodicals, and newspapers to early editions of

Chinese, Japanese, and Korean works, manuscripts, and early maps, rubbings, and other graphics. Holdings also include large numbers of electronic books, audio and video recordings, CDs, DVDs, and microfilm (see Table 5). Full-text databases include CAJ/China Academic Journals, Chinamaxx E-books, Apabi E-books, China Doctoral Dissertations/Masters' Theses



Full-text Database, the Chinese Dynastic Histories, the Qing Dynasty Compendium of Literature in all subject categories, the *Siku quanshu* and the *Wenshi ziliao* collection of primary sources for the study of contemporary China. Electronic access to information on East Asia is available through such services as Nikkei Telecom, a web-based text database of over 2,000 academic journals in the humanities and social sciences. More than 17,000 items were circulated in 2016–2017. In addition to the materials at the Starr Library, the Main Library offers over 100,000 volumes in Western languages on topics related to East Asia.

The East Asian Library has a staff of eighteen: six professional librarians, a rare book curator, and eleven library assistants. Professional librarians and assistants are specialized both by job function--bibliography or cataloging--and by language--Chinese, Japanese or Korean. In 2016-2017, the university allocated significant financial support to the library (Table 6). In the past decade, Berkeley earmarked more funding for EAL support than any other university in the country, if the \$52 million for the construction of the new East Asian Library building, the only such building in the country, is included.

<b>Table 6:</b> East Asian Library 2016–2017 Non-Federal Budget	
Acquisitions	\$1,161,187
Salary & Expenses	\$2,205,488
Total	\$3,366,675

**§E1b. Cooperative Arrangements and Access to Collections.** The library's online catalog is freely accessible worldwide. Full borrowing privileges are available to faculty and students of other UC campuses and nearby Stanford University; faculty and students of other institutions with which the university has made reciprocal arrangements also enjoy full borrowing privileges. California residents and non-resident academic visitors can obtain borrowing privileges for \$100 a year; privileges are available to California teachers and students at a lower rate. In addition to full access to its online catalog, visitors to the East Asian Library have unrestricted access to the stacks. Visitors may also visit the rare book collections upon request.

## **§F. QUALITY OF THE EAST ASIAN NON-LANGUAGE INSTRUCTIONAL PROGRAM**

**§6A1. Extent and Quality of Social Sciences and Humanities Courses, and Availability in the Professional Schools.** Berkeley regularly offers nearly 200 courses with 100% East Asian content in 35 non-language disciplines. Most are offered every year or every other year. Berkeley also offers an additional 110 courses with 25% or more East Asian content, not including hundreds of directed readings and independent study classes. In 2016-2017 there were 143 courses offered in 32 departments or professional schools with 100% East Asian content, and 77 more with greater than 25% content; that year, 4259 students enrolled in non-language courses with East Asian content (Appendix 2). In the professional schools, Architecture, Business Administration, Journalism, Information, Law and Public Health regularly schedule 21 courses with partial or full East Asian content. These include courses on Chinese Law and Legal Institutions (Law 261.8); Advanced Workshop on Chinese Law (Law 214.4); Migrant Health in China (Public Health 198), and Japanese seismic architecture (Architecture 198). Professional school coverage of East Asia is growing rapidly with courses being added also in City Planning, Law, and the Haas School of Business.

**§F2. Interdisciplinary Courses.** Berkeley presents an exceptionally interdisciplinary atmosphere for its faculty, and opportunities to teach across departments. In EALC alone, ten faculty members have primary or joint appointments in other departments including History, Buddhist Studies, City and Regional Planning, Film and Comparative Literature. The department of Rhetoric, an inherently interdisciplinary field, counts two East Asianists among its faculty (Pheng Cheah and Winnie Wong), who teach Asia-focused courses such as “China in the Western Imagination” (Rhetoric 119) and “Theory of the Copy” (Rhetoric 136). All East Asian faculty members participate in the interdisciplinary Global Studies major and Asian Studies MA degree

program, which offers a gateway upper division course, Global Studies (Asia) 110Q. This course is supervised by one anchor faculty member who invites faculty participants from many Asian studies disciplines. The course is required for undergraduate major in Global Studies (Asia). Each year the graduate program in Asian Studies offers new interdisciplinary courses (“Special Topics” Asian Studies 150s) that are popular with students seeking to expand their exposure to Asia. The program has in fact become a testing ground for new interdisciplinary courses. Recent course titles include “Immigration and Multiculturalism in Asia” and “History and Memory in Korea and Japan.” Several are planned for 2018-2019 and beyond. Other recent new courses, such as EALC 188 “Intro to Anime,” EALC 105 “Dynamics of Romantic Core Values in East Asian Premodern Literature and Contemporary Film and EALC 110 “Bio-Ethical Issues in East Asian Thought” join fields as disparate as Film, Demography, Buddhism and Life Sciences. At the graduate level, the Asian Studies Proseminar (Asian Studies 201) is a required interdisciplinary course for majors, as is EALC 200 “Approaches to East Asian Studies.”

### **§F3. Numbers and Depth of Faculty and Pedagogy Training for Teaching Assistants.**

Berkeley has 53 ladder-rank faculty members in 27 non-language departments who spend the majority of their academic activities on East Asia. Another 8 lecturers and approximately 11 visitors each year also offer courses in the area. In all, over 70 faculty members offer non-language courses with East Asian

content each year (Table 7). History, with four tenured (and three active emeriti) faculty members, and Political Science with seven tenured East Asianists, are particularly

<b>Table 7: Area Studies Faculty, 2016-2017</b>	Tenured Faculty	Non-Tenured Faculty	Lecturers	Visitors	<b>Total</b>
Social Sciences	28	4	2	5	<b>39</b>
Humanities	7	2	1	3	<b>13</b>
Professional Schools	10	1	2	1	<b>14</b>
Area Studies	1	0	3	2	<b>6</b>
<b>TOTAL</b>	<b>46</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>72</b>

strong. Other social science and humanities disciplines have at least one faculty member who focuses on East Asia. Professional fields represented by East Asianists include Architecture (Buntrock, Chow), Business Administration (Yuchtman), Education (Holloway), Law (Stern, Berring), Public Health (Neuhauser, Tseng) and Social Welfare (Chow). Since 2015 Berkeley has made two ladder-rank hires in non-language fields: Karen Nakamura (Anthropology) and Yan Long (Sociology). Graduate Student Instructors (GSIs) teach course sections with faculty or individually. To ensure high-quality instruction, GSIs are provided with pedagogical guidance through the GSI Teaching and Resource Center, which organizes workshops and offers extensive web-based resources on pedagogical issues from “theories of learning,” to “grading students’ written work.” First-time GSIs at Berkeley are *required* to attend a one-day “teaching conference” before the start of the semester and to complete a comprehensive “GSI Professional Standards and Ethics Online Course.” Each department at Berkeley also has a designated Faculty Adviser for GSI Affairs. International GSIs also attend a second workshop specifically designed to address teaching in U.S. classrooms. Course Improvement Grants help GSIs undertake projects to enhance instruction, and grants to departments to establish pedagogy courses are awarded competitively. Many departments also have established 300-level pedagogy courses for their GSIs (see Appendix 2, eg., Anthropology 301, Sociology 301), some of which are taught by East Asian studies specialists. Several East Asian studies faculty have received “Excellence in Mentoring” awards in recent years.

**§F4. Depth of Course Coverage.** Japan and China are especially well covered at Berkeley, in multiple departments, including EALC, History, Political Science, Anthropology, Sociology, Art History and others. All offer instruction from lower division through advanced graduate levels. Courses are now offered in departments as diverse as Music, Rhetoric, Geography, Theater, Film,

Philosophy, and even Psychology (Appendix 2). Coverage of Korea across the disciplines has made significant strides in recent years. Three tenured faculty members, Jinsoo An of EALC, John Lie of Sociology, and Laura Nelson of Women's Studies (current chair of the Center for Korean Studies) offer courses on Korea, such as "Popular Culture in South Korea" (Sociology 163) and Cold War Culture in Korea: Literature and Film (EALC 188). Berkeley also regularly welcomes visiting instructors in Korean studies, such as Jack Davey (2014-2017), a specialist in Korean history and archeology, who taught several courses in EALC and Asian Studies.

## **§G. QUALITY OF BERKELEY'S LANGUAGE INSTRUCTIONAL PROGRAM**

**§G1. Extent of East Asian Language Instruction.** Berkeley offers a wide variety of language, linguistic, literature and film courses in Chinese, Japanese, Korean, Tibetan and Mongolian, including 1<sup>st</sup> through 5<sup>th</sup> year modern language instruction (for the first three languages), translation theory, and advanced seminars. Our 5<sup>th</sup> year offerings in modern Chinese, Japanese and Korean are designed to train students for research or employment in East Asian settings at the advanced/high or even superior level using authentic materials. We have long offered heritage tracks for Chinese and Korean (including a "Chinese for Speakers of Other Dialects" track for Chinese) and in 2011-12 introduced a heritage track for Japanese, one of the few such courses in the nation. Berkeley also offers multiple advanced courses in classical and modern literature, and linguistic courses on grammar and usage. Table 8 displays the enrollments in all Chinese, Japanese, Korean, Tibetan and Mongolian courses offered in 2016-2017, including the various language sequences and upper division literature and film courses in the target language. Chinese and Japanese

<b>Table 8: East Asian Language &amp; Literature Enrollments, 2016-2017</b>			
	<b>Ugrad</b>	<b>Grad</b>	<b>Total</b>
EALC General	281	65	346
Chinese	1041	118	1159
Japanese	1138	126	1264
Korean	846	20	866
Tibetan	46	10	56
Mongolian	12	0	12
<b>TOTAL</b>	<b>3364</b>	<b>339</b>	<b>3703</b>

enrolled a combined 2423 students during the academic year, while Korean had 866. In terms of growth, Chinese and Japanese have declined somewhat in the last decade (by about a quarter, from highs of 1500 enrollees each in 2008), which the program coordinators identify as a positive trend away from “fashion” and towards more committed learners. Enrollments in Korean and Tibetan, however, have increased markedly since 2008--from 551 to 866 in Korean (a 64% increase), and from 17 to 56 in Tibetan (over 300%). Mongolian was added in 2015, and continues to grow annually. The data show that Berkeley has reached and stabilized capacity--still at high numbers--in Chinese and Japanese, while Korean and Tibetan remain growth languages with strong student interest. Since 1993, enrollments have increased by over 1000% (from 75 to 866) in Korean. The majors in Chinese and Japanese are well enrolled, and the Korean major is poised for implementation by 2020. These languages, once considered “exotic,” have become a prominent part of the general student curriculum across the campus: in 2016-2017 there were 255 BA degrees awarded to students who had taken 20 or more units of an East Asian language (through the second year of study), a number that bespeaks deep interest in East Asia across the Berkeley campus. The EALC department also offers a minor in Chinese, Japanese, Korean and Buddhism. Our large enrollments in East Asian languages reflect Berkeley’s commitment to build and maintain programs in these critical-needs languages, which helps to increase the nation’s capacity of competent speakers.

## **§G2. Multiple Levels of Language Instruction, and Languages Across the Curriculum.**

Berkeley’s East Asian language offerings are among the most developed in the nation. Five levels of modern Chinese, Japanese, and Korean are taught, plus an array of advanced readings courses. Tibetan is taught through the second year, and extra training is available for advanced students. In 2015, we restored the teaching of first- and second-year modern Mongolian at

Berkeley, after a hiatus of some 20 years. The Chinese program was the first to offer separate sequences for non-native Chinese speakers (regular track) and for those who possess some background in Mandarin Chinese (“X” track), or knowledge of a non-Mandarin Chinese dialect (“Y” track). Y track students are integrated into the X track after the second year. Such pedagogical accommodations provide a streamlined learning experience for both heritage and non-heritage students. Analogous X tracks are also offered for 1<sup>st</sup> and 2<sup>nd</sup> year Korean and Japanese (see Appendix 2). Berkeley offers three levels of summer intensive Chinese and Japanese and two levels of Korean. A number of courses outside of EALC offer opportunities for language learning. Many seminars in History and Art History require research based on modern and classical language texts, while readings in contemporary Chinese and Japanese sources are a regular part of the graduate curricula in Political Science, Economics, Art History and Comparative Literature. Students in the Information School’s course on Digital Activism (296A) improve their Mandarin skills through exposure to authentic news materials from China. Research in Japanese and Mandarin is an optional component of graduate seminars such as Professor Dana Buntrock’s courses on Japanese Architecture (e.g., Architecture 269) and in certain Law courses. Some courses offered in non-language departments, such as Junko Habu’s “Archeology of East Asia” (Anthropology 125A) are cross-listed for credit in EALC. Numerous IEAS research seminars are offered in East Asian languages, and attract many students, both graduate and undergraduate. Berkeley also offers “Business Chinese” in Taiwan during the summer and plans to start a Business Korean course with NRC funding this cycle.

**§G3. Adequacy in Numbers of Language Faculty and Their Pedagogy Training.** As of fall 2017, a total of 59 faculty and GSIs were teaching East Asian language courses (distribution in Table 9 below), including 16 ladder-rank professors. Since 2014, Professors Jinsoo An

(Korean) and Weihong Bao (Chinese/Film) were granted tenure, and Associate Professor Jonathan Zwicker (Japanese literature) was hired from the University of Michigan. Professor Youngmin Kwon, a distinguished professor of Korean language and literature (especially poetry) was also hired under a five-year contract from Seoul National University. Language training is primarily provided by 26 lecturers, almost all of whom are native speakers, and most of whom have career appointments. Berkeley hires only language instructors with advanced degrees in linguistics or pedagogy. Our language coordinators for the Japanese, Korean and Chinese programs have all earned PhDs in

<b>Table 9: Language Faculty</b>	Tenured Full- Time	Non-Ten Full- Time	Lecturer	Visitor	GSI	<b>Total</b>
Chinese	8	1	8	2	8	27
Japanese	6		10	3	1	20
Korean	1	1	7		1	10
Tibetan	1					1
Mongolian			1			1
<b>Total</b>	<b>16</b>	<b>2</b>	<b>26</b>	<b>5</b>	<b>10</b>	<b>59</b>

linguistics or pedagogical practice. Each leads a team of seven to ten instructors, many of whom also have PhDs. For example, of the seven current Korean lecturers, five have PhD degrees and two have MAs in linguistics. Language instructors keep up with recent developments in language pedagogy through a variety of means. Our lecturers are among the most active participants in Berkeley Language Center programs (described in §G4): no fewer than six have won fellowships in the past three years, to develop (for example) more accurate online placement/assessment tests (Yasuko Baker and Noriko Wallace in Japanese, and Chen-Hui Tsai in Chinese); to study ways to introduce cultural materials into the teaching of Tibetan (Jann Ronis) and to finalize publication of a major work on pedagogy, *The Multilingual Instructor* (Oxford University Press, 2018; Lihua Zhang in collaboration with Claire Kramsch). From 2013 through 2017 Chika Shibahara (Japanese) served as the BLC's coordinator of academic outreach, organizing pedagogy activities for over 80 lecturers in 59 languages at Berkeley, providing her with an extraordinary opportunity for professional growth. Many of our instructors have trained as OPI



testers and nearly all of them have presented papers at professional meetings in recent years, including at the CLTA, CLEF and the AATK annual conferences. Our three language program coordinators are leaders in their field. Professor Yoko Hasegawa (Japanese program) is author of the major textbooks *Routledge Course in Japanese Translation* (London: Routledge, 2011) and *Japanese: A Linguistic Introduction* (Cambridge University Press, 2015). Dr. Kijoo Ko (Korean) is also a noted authority on pedagogy. Most of EALC's lecturers are members of the major language teachers' associations and attend their annual workshops. The Chinese lecturers have also been active at IEAS's own National Center for K-16 Chinese Language Pedagogy, led by pedagogy expert Stella Kwoh. Many have participated in workshops with secondary school teachers that focus on curriculum articulation between grade levels.

#### **§G4. Performance-Based Instruction, Practice Resources, Language Proficiency**

**Requirements.** With the goal of producing functional competency in language learners, the East Asian language program makes it a priority to incorporate new approaches and national standards into the curriculum. All of our instructors are familiar with the underlying principles of performance-based pedagogy, including interactive, cooperative, communicative and performance-based teaching techniques. Our instructors emphasize using the target language appropriately, integrating culture and authentic materials into teaching through task-based and project-based assignments and making connections between the classroom and the real world. In preparing the current proposal, the language programs produced tables showing pedagogical goals and techniques for all five levels and three tracks of Chinese, Japanese and Korean. Specific learning goals are defined for each level, with a variety of materials employed to reach them, including readers with authentic materials and multimedia sources (e.g., YouTube, tagged film clips, etc.). These materials also serve to keep interest high. As for practice resources, the

Berkeley Language Center was founded in 1994 to provide students and instructors with four state-of-the-art language classrooms, high-end student labs for creating multimedia presentations, a recording and DVD/digital media duplicating facility, and an extensive instructional library of audio resources. The BLC also offers fellowships and pedagogical workshops for Berkeley lecturers. BLC is a major practice resource for students and instructors of East Asian languages: in 2016-2017, there were over 15,000 individual visits (both online and in person) to BLC by students of Chinese, Japanese and Korean alone. BLC continues to upgrade its resources in East Asian languages, thanks in part to substantial participation over the years by EALC lecturers (as noted previously) and support from IEAS. The BLC has an extensive collection of films in East Asian languages that have been “tagged” with pedagogical information for use in EALC language classrooms (they are also available for lending outside of Berkeley). The BLC also sponsors a dozen pedagogy lectures each year, many of which include topics specific to East Asian languages. In February 2018, our Chinese Program Coordinator Lihua Zhang convened a BLC panel on the topic of “Innovative Uses of Media in Language Teaching.” Typically, twenty people from regional colleges and high schools attend each lecture. The BLC library contains roughly 500 journals and monographs, 1700 DVDs/videos and instructional media, 1200 language textbooks and over 2000 sound recordings covering 90 languages.

The three main language programs in EALC all require placement and proficiency testing. Placement tests are offered once a semester and are mandatory for new students who wish to enroll in courses other than first year, or who plan to test out of a level. These tests were recently updated by each program with support from the BLC and the East Asia NRC. The Chinese program has administered a new online digitalized proficiency test since 2012 through Berkeley’s bCourses portal. As for placement testing, the current online test was adopted in 2015 using

simplified characters; traditional characters will be added in 2019. Our Japanese program has developed a single sophisticated “norm-referenced” online test that reports whether the test-taker’s performance is above or below the score of a hypothetical average student, which is determined by scores of selected groups of actual test-takers. This “norming” process was fully implemented in 2015. Many Berkeley students also take the Japanese-Language Proficiency Test each semester; they consistently score much higher than the mean in all three areas: vocabulary, listening, and reading. Several have reached the N1 (highest) level in recent years, normally obtainable after 900 hours of instruction. (Fifth-year Japanese focuses in part on preparation for this test.) As for Korean, all students must take an in-class placement test during the first week of class. An online Korean Placement Test was started in 2017 (phase 1) and will be finalized by fall 2018 with a grant from the BLC (phase 2). All three programs are thus able to quantify student progress with tests that, according to our program coordinators, approximate the six base levels of the Interagency Language Roundtable standards recognized by the U.S. Department of Education. Berkeley testing practices are thus consistent with NRC goals.

## **§H. QUALITY OF BERKELEY’S CURRICULUM DESIGN**

**§H1. Undergraduate Instruction.** Students who wish to study East Asia choose from a wide range of courses in the social sciences, humanities, and professional schools (Appendix 2); they can earn degrees in Asian Studies, Chinese, Japanese, Buddhist Studies, History, Art History, Political Science, Sociology, Geography, Comparative Literature and many other departments. Last year (2016-2017), 255 undergraduate students at Berkeley received BA degrees with a concentration in East Asian studies, a typical figure in recent years. Hundreds more are in the pipeline every year. The Group in Asian Studies for years administered a traditional BA degree program that crossed disciplinary lines to emphasize core knowledge of one geographic area of

Asia. In January 2018, all the Berkeley interdisciplinary area studies majors were replaced by the “Global Studies” BA, allowing for deeper training in Asia from various methodological and area perspectives. Global Studies majors who choose to concentrate on Asia select a geographic region (China, Japan, Korea, etc.) and one of three concentrations: (1) Global Development; (2) Global Peace and Conflict; or (3) Global Societies and Cultures. By choosing a concentration students are able to focus their studies on a specific aspect of the “global” and have an opportunity to become experts in how specific regions of Asia relate to larger questions that arise from global interaction. In addition, the major requires two years of foreign-language training and courses in critical thinking that teach how to study a particular problem in a consistent and rigorous way. Students work with faculty and the Global Studies advisers to devise a program that best captures their interests and allows them to reach their intellectual and professional potentials. This Global Studies major is more flexible and relevant than the old Asian Studies major and--requiring ten disciplinary and area courses as well as two years of language study--is more rigorous. As for the EALC undergraduate major, students often study language through the 5<sup>th</sup>-year level, receiving deep and appropriate training in both area content and methodology, choosing from an array of courses on Asia in various departments. These requirements (in EALC, Global Studies, and elsewhere) ensure training is customized, but also of high quality. In the past several years, at least ten new courses have been added to the undergraduate curriculum in East Asian Studies, such as “Sonic Culture in China” (Chinese 184) and “Bio-ethical Issues in East Asian Thought” (EALC 110). IEAS support, combined with extramural funding from sources such as the Academy of Korean Studies (2012-2017), Japan Foundation (2013-2017), and the Samsung Corporation (2014-present) enhance this effort.

**§H2. Academic and Career Advising.** Departmental advisers, including faculty advisers

assigned to each graduate student, provide most counseling services. FLAS recipients are provided extra advising by departmental and IEAS staff (particularly Associate Director Davis, who works with FLAS students during both the pre-award and post-award periods, and by Gina Blanco, the FLAS coordinator in Berkeley's Graduate Division). Global Studies undergraduate majors emphasizing East Asia are assigned a dedicated adviser with expertise in East Asia. Each year GAS holds an orientation meeting for new graduate students highlighting opportunities available at Berkeley. Students are then seen individually by the faculty and the student affairs officers for further advising. The campus Career Center and separate placement offices in departments and professional schools provide counseling and job seminars for students, including programs on international careers. For years, IEAS has offered annual career seminars, the "East Asia Career Forums," to help students at all levels explore the diversity of possible career paths. These are open to non-Berkeley students, and indeed in 2017 our community college partners sent over a dozen students to the forum. Seasoned professionals, many of whom are program alumni, inform students about career opportunities in non-academic settings such as government, non-profits, and the private sector.

**§H3. Training Options and Requirements for Graduate Students.** Graduate students may specialize in East Asian studies in a number of social science and humanities disciplines and several professional schools. EALC offers MA and PhD degrees in Chinese and Japanese languages and cultures. In non-language disciplines, History and Political Science are especially well-represented for graduate students, and the following departments and schools also allow East Asian specialization: History of Art, Anthropology, Architecture, Geography, Sociology, Journalism, Linguistics Interdisciplinary Studies, Religious Studies, Business, Law, Music, Comparative Literature and Social Welfare. The Group in Buddhist Studies grants the PhD in

East Asian Buddhism; the interdisciplinary Asian Studies *graduate* program continues to offer MA and PhD degrees, as well as a concurrent MA degree combining Asian Studies with Journalism. Graduate students in East Asian fields must become proficient in the relevant Asian language (and in the case of EALC and History, a second East Asian language and at least one European language), in order to be able to conduct fieldwork or research using primary sources. Most programs require completion of least nine graduate level courses (including methodology sequences) and qualifying exams in three fields before students can advance to doctoral candidacy. These requirements ensure training is of high quality and that students are prepared for the highest levels of academic professionalism. Students awarded the FLAS normally study at Berkeley where they can select from five levels of Chinese, Japanese and Korean, and specialized readings courses beyond that. For summer they often go abroad, choosing from at least 20 UC-affiliated language programs and many non-UC programs (see §H4). FLAS students are given automatic priority on waitlists for advance language study, and may receive extra individual tutoring (paid by the center), if needed, to ensure they advance their skills in reading, writing, speaking and oral comprehension. FLAS recipients are subject to the same demanding requirements for advanced study as other graduate students, including language training and research methodology, with language study added to their program if not otherwise required. FLAS fellowships are available in all fields, and are regularly awarded to students in professional schools, where language competency is usually not a formal requirement. FLAS fellowships thus serves to enhance the skills of students in all fields, but provide a particular boost to students in Public Health, Social Welfare, City Planning, Public Policy, Law, Business and certain social science fields that normally do not emphasize language study.

**§H4. Research and Education Abroad and Access to Summer Programs.** Through the Berkeley Study Abroad (BSA) Office, undergraduates and graduates (including FLAS recipients) have access to 60 Berkeley-based or UC-wide programs in East Asia, as well as dozens of non-UC-based programs with which UC has signed credit agreements. BSA and the UC Education Abroad Program (EAP) now have 20 affiliated campuses in East Asia (Table 10), some with multiple specialized programs (in language and culture, engineering and science, etc). IEAS and EALC also maintain extensive files on other overseas programs, giving students even more choices. In 2016-2017, at least 248 Berkeley students took advantage of UC Study Abroad programs in East Asia, many with merit and need-based scholarships from Berkeley or EAP. IEAS, academic departments, and the Berkeley Graduate Division help to support students (especially graduate students) studying abroad. In 2016-2017, IEAS and its centers supported 36 students who studied abroad, most during the summer, at both UC and non-UC programs. FLAS winners take advantage of these programs to go abroad for the immersion experience. Many choose to enroll at the Inter-University Program (IUP) for Chinese Language Studies at Tsinghua University in Beijing, which was administered by IEAS from 1997 until 2017 and is now based at Stanford. FLAS fellows in Japanese often attend IUP's sister program, the Inter-University Program for Japanese Language Studies in Yokohama, of which Berkeley is a charter member. FLAS recipients who stay at Berkeley do intensive language study during the academic year (5 hours per week plus tutorials), or intensive summer programs (10

<b>TABLE 10: UC Education Abroad Programs in East Asia</b>
<b>China</b>
Peking University
Beijing Normal University
Fudan University
Chinese University of Hong Kong
HK Univ., Science & Technology
University of Hong Kong
Tsinghua University
Shanghai Jiaotong University
<b>Japan</b>
Hitotsubashi University
International Christian University
Keio University
Meiji Gakuin U. (Global Studies)
Osaka University
Tohoku University
Tokyo University
Tsuru University
Waseda University
<b>South Korea</b>
Yonsei University
<b>Taiwan</b>
National Taiwan University
National Taiwan Normal University

hours per week) during which one year is condensed into ten weeks. East Asian studies graduate students also do well in competition for Mombusho, Blakemore, Fulbright, and other fellowships for overseas study. Many graduate students conduct fieldwork in East Asia through department or IEAS support. In 2011 IEAS signed a continuing agreement with the Taiwan Ministry of Education, the “Taiwan-Berkeley Top University Strategic Alliance,” which has supported Berkeley graduate students, promoted student exchanges and offered graduate training in history, literature and other fields through bi-annual research institutes that have taken place over the years alternately in Taipei and Berkeley. As for undergraduates, they benefit from several programs offered by IEAS and its centers. For example, IEAS and the Center for Japanese Studies send two students each year to the Japan-America Student Conference. IEAS has twice hosted the Korea-America Student Conference and Japan Student Conferences. IEAS also offers an undergraduate award, the Anne Scott Scholarship, which is often used for research abroad.

## **§I. OUTREACH ACTIVITIES**

**§II. Domestic Outreach Activities with Significant and Measurable Impacts.** Our first priority is to offer programs that strengthen teacher training at all levels and provide outreach to constituencies beyond the campus, especially to community colleges and K-12 school districts. Over the years we have developed deep ties to educators in schools, colleges and universities throughout Northern California. New and continuing activities are described later, including those that respond to the two NRC Competitive Priorities for 2018-2021. Many, but not all, of our outreach activities are coordinated by ORIAS, the Office of Resources for International and Area Studies. ORIAS is a major joint outreach program of the current world area centers at UC Berkeley. It provides training programs for professional development in international subjects for K-14 instructors. ORIAS programs include free institutes and working groups throughout the



year for K-12 teachers; World History workshops for community college instructors; stipends for professional development; web-based resources and curricula; and a speakers' bureau for schools. During the 2016-2017 academic year ORIAS worked with 58 K-12 teachers and 28 community college instructors, reaching over 12,000 students. Its newsletter is mailed to 1100 teachers, and its Twitter feed has 200 followers. Over the past year the ORIAS website received over 250,000 unique page views. Also as part of our national outreach efforts, IEAS founded the National Center for K-16 Chinese Language Pedagogy (NCCLP) in 2008 to promote the teaching of Chinese language in schools. In the ensuing ten years under the leadership of Dr. Stella Kwoh, NCCLP has become a nationally recognized center for consultative services for school districts, offering summer and weekend teacher-training workshops for hundreds of teachers, as well as online pedagogy courses to serve the national need, with annual funding from the federal StarTalk program. IEAS also has outreach programs targeted to business and other professionals, and for the general public. Berkeley's East Asia program is strongly committed to its training and outreach on the languages, cultures and contemporary affairs of East Asia.

**§I1a. Elementary and Secondary Schools (CPP 2).** Our plan for 2018-2021 includes multiple ongoing and new projects that align with NRC Competitive Preference Priority 2 to provide sustained training for K-12 educators. IEAS joins with the other area centers on campus to present an annual ORIAS Summer Institute for elementary and secondary teachers. These summer institutes have served over a thousand teachers since their inception in the 1970s. Upcoming workshops were described in §A1 (p. 5). The June 2018 effort, "Architecture: Space, Power and Community," explored the interplay between built spaces, individuals, communities, and institutions, beginning with recent research into how the human brain interacts with physical spaces. From there, participants learned about a global sampling of built environments, considering spaces from perspectives such as visual arts, religious traditions, anthropology and

building technologies. Thirty teachers enrolled in the program, which as usual combined lectures by scholars, introductions to university and online resources, and guided work sessions for development of curriculum units. Teachers earned course credit through UC Extension. The resulting materials for this and all previous institutes are placed on the ORIAS website for use free of charge, to maximize their local and national impact. ORIAS will also continue to offer World History Book Study Groups that provide professional development for K-12 teachers who share interests in world history. Each group involves ongoing, content-focused seminars with scholars from Berkeley. One recent book studied was *Family* by the Chinese author Ba Jin. Aside from these ORIAS programs, IEAS also partners with the largest post-BA teacher enrichment program (per CPP 2) at Berkeley, the California History Social Science Project (CA H-SS), to better train California teachers in international subject matter consistent with new state standards. While Berkeley, by design of the California Master Plan, does not credential teachers at its Graduate School of Education, it does provide numerous teacher training and enrichment programs. The state-recognized CA H-SS program has a long record of success in training teachers to develop History curricula, mostly U.S. History. In 2014, with NRC support, the program expanded its focus to topics in area studies (e.g., the Cold War, world travelers, Asian diaspora, etc.) Each year, the Berkeley area centers have partnered with CA H-SS to organize three or more workshops for teachers, each examining a particular standard through a different geographical lens. Each workshop featured a presentation by an academic expert in the field and a model lesson developed by a teacher, with a session to analyze the instructional strategies embedded in that model lesson. There have been four workshops focused on East Asia since 2014 with model lessons posted online, with hundreds of free downloads. With the 2016 adoption of new History/Social Science frameworks by the state of California, CA H-SS will

shift gears, under the direction of Dr. Rachel Reinhard, for the 2018-2021 NRC cycle to instead work with teacher groups (in annual Summer Institutes) to create three global history courses (for the 6<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grades; one for each grade) that will build content knowledge and identify sources for lesson development consistent with the new standards. This project will complement our other teacher training programs, such as the ORIAS summer institutes for K-12 and community college instructors, providing substantial training opportunities for teachers.

Finally, another program that aligns with CPP 2 is the IEAS-hosted annual “Summer China Institute for Teachers” that provides an intensive month-long learning experience for 19 high school educators recruited from across California, including a three-week study trip to China. In 2016 and 2018 this institute was partly funded by Fulbright Hays Group Projects Abroad grants.

**§I1b. Postsecondary Institutions (CPP 1).** We plan three major outreach programs to community colleges around California in 2018-2021, two ongoing, and one new. All are consistent with CPP 1. For a decade now ORIAS has offered workshops for community college World History instructors with the goal of providing better curriculum articulation between 2- and 4-year California colleges. Most California community college courses on World History have not been transferrable to UC. These workshops, which have met twice a year since 2010 and involve a historian of world stature, have sought to rectify this problem by providing specific curriculum guidance for instructors and curriculum-building exercises. For the past four years, IEAS has also joined with the other area centers at Berkeley on the “Partnership for International Education,” with Berkeley City College (BCC), an MSI located in downtown Berkeley. This multi-faceted collaboration has resulted in a permanent “Office for Global Engagement” at BCC that has worked with faculty and students to bring the resources of adjacent UC Berkeley to BCC. Programs include providing speakers to BCC, invitations for BCC faculty to join area

studies workshops and events at Berkeley, and career advising for students interested in international studies. The partnership continues to evolve and grow, and is now a permanent program at BCC that will continue *without* the need for further NRC financial support.

The third program for 2018-2021, for which NRC funding will be needed, is the new ORIAS Community College Online Course Construction Project, which will have two teams of three to four experienced community college instructors build two UC-articulated online credit courses for students on World History (one pre-1500 and the other post-1500 AD) for community college students that will be available online. (Further details at §A1, p. 5). This project, consistent with CPP 1, will provide even more sustained engagement with regional community colleges.

**§I1c. Outreach to Business, Media and the General Public.** With business, economics and industry being so crucial to understanding contemporary East Asia, IEAS and its centers have long focused on providing the general public with timely information on these topics. Since 2014, IEAS has mounted no fewer than 25 events, from lectures to major conferences, on topics such as “Trade Policy in the Trump Era,” “Corporate Governance Reform in Japan,” “The Trans-Pacific Partnership and Mega FTAs,” and so forth. Some of these events are co-sponsored with the Haas School of Business, and all are well attended by members of the local business community and Haas students and faculty. IEAS also supports the student-run Berkeley Asia Business Conference, the largest such conference on the West Coast, which brings to campus leaders from the Asian business, academic and political realms for an exchange of visions and solutions. The 2017 conference, “Asia: Unlocking Value and Impact” brought business leaders and investment professionals to Berkeley to discuss successful investment strategies that create financial and social returns. Regarding professional schools, IEAS works closely with Berkeley’s Boalt Hall of Law and the School of Public Health. Our Center for Korean Studies, for instance,

was instrumental in the 2014 founding of the Berkeley Korea Law Center at Boalt Hall and collaborates closely on its public programming; with Public Health IEAS has been involved with several projects, including funding the fund multi-year “China Worker Wellness Project,” which seeks to understand and improve the lives of migrant workers in Chinese urban areas. Three international conferences on this topic have been sponsored by IEAS since 2014.

IEAS also independently organizes or co-sponsors high-profile cultural activities in cooperation with on-campus and community resources. Some of these events have been of national--even international--importance with reviews in major publications such as the *New Yorker* and *Los Angeles Times*. We co-sponsor exhibitions with the Asian Art Museum of San Francisco, the Berkeley Art Museum (25% of its collections are devoted to Asian materials), and the campus-based Pacific Film Archive (which has an extensive schedule of showings and guest artists from Asia; 17% of its holdings are of Japanese film). A recent example of such collaboration was the October 2017 international conference on “Shadow History: In Honor of the Paul Fonoroff Film Collection,” an event to mark the donation to Berkeley of one the world’s largest private collections of Chinese films and movie posters.

## **§J. FLAS AWARDEE SELECTION PROCEDURES**

**§J1. Selection Plan, Advertising, Application Procedures, Selection Criteria, Steps in Selection Process, and Priorities.** IEAS and the Graduate Fellowship Office disseminate FLAS award information via flyers, brochures, campus newspaper ads, e-mail announcements, and the posting of information on the Graduate Division and IEAS websites, as well as the IEAS Facebook page. IEAS and its centers also advertise FLAS opportunities e-mailed announcements sent to over 250 East Asian studies faculty and students. The competition is announced as early as October, and advertising continues through January. A well-attended joint informational

workshop is organized each December for students interested in the FLAS. The selection process for FLAS begins in the late fall when the IEAS director appoints the FLAS fellowship committee (details later.) Table 11 displays an outline of key dates. All FLAS applicants are also required to submit the FAFSA form (to demonstrate financial need, per FLAS CCP 1) by the March 2

priority date set by the UC system.

The Berkeley East Asia NRC will award FLAS fellowships *only* in priority languages of national need (Chinese, Japanese, Korean and Tibetan), fully consistent with

<b>Table 11: Steps in FLAS Selection Process</b>	<b>Dates</b>
Announce FLAS fellowship opportunities	Oct.-Nov.
IEAS nominates faculty review committee	November
Advertise via email & website, listserve, news	Nov.-Jan.
Joint informational workshops by all area units	Nov.- Jan.
Application deadlines, AY & summer	Late Jan.
Faculty committee review of applications	Feb. 10-Mar. 10
AY and summer award notifications	Mid-Late March
Seek necessary approvals from IFLE for travel	April-May
Graduate Division submits FLAS reports to IRIS	July 1, Sept.1

FLAS CPP 2, and we will teach them at the very highest levels available nationally. All students will be selected first based on merit, as defined by FLAS regulations, then from this pool of qualified applicants, competitive preference priority will be given to students who demonstrate financial need (FLAS CPP 1). The FLAS selection process for East Asian studies at Berkeley is handled by IEAS in collaboration with the Graduate Division, which provides guidance and support for the process. Instructions for potential applicants are posted on the Graduate Division, IEAS and department websites. New students apply in conjunction with general admission; continuing students apply through the Graduate Division. Application forms are available online. Gina Blanco, the FLAS coordinator, and IEAS Associate Director Davis field questions from students by e-mail and phone. Demand for FLAS fellowships is great at Berkeley. We receive about 40 FLAS applications in East Asia each year, and given this number, we hope to award at least eight academic year awards, and four summer grants annually in 2018-2021 (see FLAS budget AB; page 4 of budget attachment).

As for the selection process, each year the IEAS director nominates a FLAS review committee consisting of three faculty members (with one preferably from a professional school) who possess expertise in East Asian languages and area studies. Representation for Chinese, Japanese, Korean and, if possible, Tibetan is desired. This committee assesses both the academic year and summer files for academic merit and consistency with FLAS criteria. The committee convenes in early February to review the rules and priorities governing FLAS and to review the selection criteria for the East Asia FLAS grant. Committee members are briefed by the IEAS associate director on the FLAS selection rules and announced priorities; he sits on the committee in an *ex-officio* capacity. After individually ranking the proposals in February, the members of the committee reconvene in late February or early March to finalize the academic year and summer FLAS rankings based on merit (first), and then once merit is determined, financial need (second). IEAS then coordinates the award letters with the input of the Graduate Division, which has for years provided a supplementary stipend of \$1000 for incoming students. Students are notified of their status by late March, and those waitlisted are notified through the spring and summer if awards become available. Applicants must be U.S. citizens or permanent residents, possess superior academic abilities and (non-native) proficiency past the first-year level and must combine the study of a modern language with area studies. Fellowships are awarded (for East Asia) in Chinese, Japanese, Korean and Tibetan for the academic year; in summer, Uighur can also be approved for study at Indiana University and elsewhere. As mentioned above, we award FLAS fellowships only in priority languages of national need (Chinese, Japanese, Korean and Tibetan)--consistent with FLAS CPP 2--and we graduate a large number of concentrators in those languages. For 2018-2021, we will continue to respond to FLAS CPP 1 (which gives preference to applicants that demonstrate financial need while showing potential for high academic

achievement) by continuing to request the completed FAFSA form in the application materials, and then by adjusting the final rankings, once merit is adjudicated, based on cases of financial need. Berkeley's Graduate Division will supply to the FLAS committee supplemental financial need information for all FLAS applicants. Those students with demonstrated financial need and potential for high academic achievement based on grade point average, recommendations, and superior promise will be given highest priority in the final rankings.

## **§K. COMPETITIVE PREFERENCE PRIORITIES**

### **§K1. NRC Competitive Preference Priorities**

**§K1A. CPP 1 (Significant, Sustained Collaborations with MSIs and Community Colleges).** See Outreach, §I (pp. 45-46). We meet this priority through the ORIAS Community College Summer Institutes and Community College Online Course Construction Project, among other collaborations.

#### **§K1b. CPP 2 (Collaborative Activities with Teacher Education Programs).**

See Outreach, §I (pp. 43-45). We respond to this priority with the ORIAS Summer Institute for K-12 Educators; World History Book Study Groups; and California History-Social Science Summer Institutes and Global History Online Courses.

### **§K2. FLAS Competitive Preference Priorities**

#### **§K2a. FLAS CPP 1 (Awarding FLAS Fellowships Based on Financial Need)**

See FLAS Selection Procedures, §J (pp. 48-50). Our plan to award FLAS fellowships based on need and merit is described in the previous section.

#### **§K2b. FLAS CPP 2 (Awarding FLAS Fellowships in Priority Languages)**

See FLAS Selection Procedures §J (pp. 48-50). We will award fellowships *only* in priority languages of national need (Mandarin Chinese, Cantonese, Japanese, Korean and Tibetan).



## Other Attachment File(s)

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## FY 2018 PROFILE FORM

NATIONAL RESOURCE CENTERS | CFDA 84.015A

FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS | CFDA 84.015B

([www.Grants.gov](http://www.Grants.gov) Part III/Other Attachments Form)

### **Type of Application** (check all that apply)

☒ **Comprehensive National Resource Center**

Undergraduate National Resource Center

Foreign Language and Area Studies Fellowships

### **Federal Funds Requested**

#### NRC Request

Year 1: **\$264,081.60**; Year 2: **\$269,583.55**; Year 3: **\$269,143.23**; Year 4: **\$270,405.88**.

#### FLAS Request

Year 1: **\$294,000**; Year 2: **\$294,000**; Year 3: **\$294,000**; Year 4: **\$294,000**.

### **Type of Applicant**

☒ **Single institution** Regents of the University of California (Berkeley)

Consortium of institutions

- ☐ Lead \_\_\_\_\_
- ☐ Partner 1 \_\_\_\_\_
- ☐ Partner 2 \_\_\_\_\_
- ☐ Partner 3 \_\_\_\_\_

### **NRC (Center, Institute, Program) Focus**

An application may focus on a single country or on a world area or on international studies or the international aspects of contemporary issues or topics (see 34 CFR Part 656, §656.4)

AFRICA

☐ CANADA

☒ **EAST ASIA/PAN ASIA**

EUROPE

INTERNATIONAL

LATIN AMERICA and the CARIBBEAN

☐ MIDDLE EAST

☐ PACIFIC ISLANDS

☐ RUSSIA, EASTERN EUROPE, EURASIA

☐ SOUTH ASIA

☐ SOUTHEAST ASIA

☐ WESTERN EUROPE

**FLAS-eligible Languages:** These are the languages for which students may apply for FLAS fellowships (now), because the institution is either using a program of performance-based training or developing a performance-based training program.

Mandarin Chinese, Japanese, Korean, Tibetan (Cantonese will be requested)

## ACRONYMS LIST

AATK	American Association of Teachers of Korean
ADA	Americans With Disabilities Act
AY	Academic Year
BCC	Berkeley Community College
BLC	Berkeley Language Center
BSA	Berkeley Study Abroad Office
BUD	Budget (refers to the detailed NRC budget)
CBS	Center for Buddhist Studies
CA H-SS	California History Social Science Project
CPP	Competitive Preference Priority
CCS	Center for Chinese Studies
CJK	Chinese, Japanese and Korean languages
CJS	Center for Japanese Studies
CKS	Center for Korean Studies
CLEF	Chinese Language Education Forum
CLTA	Chinese Language Teachers Association
CSEAS	Center for Southeast Asia Studies
EALC	Department of East Asian Languages and Cultures, UC Berkeley
EAL	C.V. Starr East Asian Library
EAP	UC Education Abroad Program
FTA	Free Trade Agreement(s)
FAFSA	Free Application for Federal Student Aid Form
FLAS	Foreign Language and Area Studies Fellowships
GEPA	General Education Provisions Act
GEO	Global Engagement Office
GSE	[Berkeley] Graduate School of Education
GSI	Graduate Student Instructor(s)
FTA	Free Trade Agreement(s)
IEAS	Institute of East Asian Studies, UC Berkeley
IFLE	International and Foreign Language Education Office (U.S. Dept. of Ed.)
IRIS	International Resource Information System
IUP	Inter-University Program for Chinese Language Studies
JLPT	Japanese-Language Proficiency Test
LCTL	Less Commonly Taught Language(s)
MSI	Minority-Serving Institution(s)
NCCLP	National Center for K-16 Chinese Language Pedagogy, UC Berkeley
NRC	National Resource Center
OPI	Oral Proficiency Interview
ORIAS	Office of Resources for International and Area Studies
STEM	Science, Technology, Engineering and Math
TCSRS	Tang Center for Silk Road Studies
UC	University of California
VCEI	Vice Chancellor for Equity and Inclusion, UC Berkeley

**UNIVERSITY OF CALIFORNIA, BERKELEY**  
*EAST ASIA NATIONAL RESOURCE CENTER*  
&  
*EAST ASIA FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS*

**2018-2021 Proposal**

**TABLE OF CONTENTS**

I	<b>COVER PAGE:</b> Application for Federal Assistance (SF424) + Supplemental information	
II	<b>BUDGET FORM:</b> Budget Summary, US Department of Education Funds (ED 524)	
III	<b>DETAILED BUDGET, 2018-2021 + BUDGET JUSTIFICATION</b>	
IV	<b>GENERAL EDUCATION PROVISIONS ACT (GEPA) STATEMENT</b>	
V	<b>NRC AND FLAS APPLICANT PROFILE</b>	
VI	<b>ABSTRACT</b>	
VII	<b>ACRONYMS LIST</b>	
VIII	<b>PROJECT NARRATIVE</b>	<b>Page</b>
	A. Program Planning and Budget .....	1
	B. Quality of Berkeley's East Asian Staff Resources .....	8
	C. Impact and Evaluation .....	13
	D. Commitment to the Subject Area/Institutional Support for East Asian Studies .....	21
	E. The C.V. Starr East Asian Library .....	26
	F. Quality of Berkeley's East Asian Non-Language Instructional Program .....	28
	G. Quality of Berkeley's East Asian Language Instructional Program .....	31
	H. Quality of Berkeley's East Asian Curriculum Design .....	37
	I. Outreach Activities .....	42
	J. FLAS Awardee Selection Procedures .....	47
	K. Competitive Preference Priorities .....	50
	<b>TABLES and CHARTS</b>	
	Table 1: Proposed NRC Organized Research Activities, 2018-2022 .....	3
	Table 2: Quantifiable Impacts of the Berkeley East Asia Program .....	14
	Table 3: Outcome-Measure-Oriented Data Collected by the NRC .....	17
	Table 4: UC Berkeley's Institutional Commitment to East Asian Studies .....	21
	Table 5: East Asian Library: Summary of 2016-2017 Holdings .....	26
	Table 6: East Asian Library 2016-2017 Non-Federal Budget .....	27
	Table 7: Area Studies Faculty 2016-2017 .....	29
	Table 8: East Asian Language and Literature Course Enrollments 2016-2017 .....	31
	Table 9: Language Faculty .....	34
	Table 10: UC Education Abroad Programs in East Asia .....	41
	Table 11: Steps in FLAS Selection Process .....	48
	Chart 1: Career Paths for EA Concentrators, Masters Degrees, 2014-2017 .....	19
	Chart 2: Career Paths for EA Concentrators, PhD Degrees, 2014-2017 .....	19
IX	<b>DIVERSE PERSPECTIVES &amp; NATIONAL NEEDS STATEMENTS</b>	
X	<b>APPENDICES</b>	
	Appendix 1: Profiles of Faculty, Staff, and Library Personnel + Position Descriptions	
	Appendix 2: 2016-2019 East Asia Course List	
	Appendix 3: Performance Measure Forms	
	Appendix 4: Letters	
XI	<b>ASSURANCES &amp; CERTIFICATIONS</b>	

## Information to Meet Sec. 602 (e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended, states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs.

The Institute of East Asian Studies (IEAS), a unit of the University of California, is a non-partisan, non-denominational institution that welcomes intellectual debate, diverse perspectives and a wide range of viewpoints. This commitment applies in teaching, research and public programs. The campus policy on openness and freedom to publish reads, “The University of California at Berkeley is committed to maintaining a teaching and research environment that is open for the free exchange of ideas among faculty and students in all forums—classrooms, laboratories, seminars, meetings, and elsewhere. Such an environment contributes to the progress of research in all disciplines. There can be no fundamental limitation on the freedom to publish as the result of accepting extramural research support.”

Free speech—or rather the ability to express “diverse” viewpoints—at Berkeley has been in the national news of late, with recent invitations to campus of conservative speakers Milo Yiannopolous and Anne Coulter, whose visits were ultimately canceled due to the threat of violent demonstrations. In the first instance (in 2017), then-Chancellor Dirks issued a statement ahead of time saying that Mr. Yiannopolous, having been invited by a student group, had the ironclad right to speak at Berkeley “due to the university’s commitment to free expression, enshrined in the First Amendment to the U.S. Constitution and reflected in some of the most important moments of Berkeley’s history. Berkeley also has a firm commitment to tolerance, inclusion, and diversity—values which we believe are essential to making this university, and indeed any university, a site of open inquiry and learning.” Dirks wrote, “While both these principles are fundamental to who we are and what we aspire to be as a community, we must at the same time acknowledge that these principles can be in tension with or even in opposition to each other...Consistent with the dictates of the First Amendment as uniformly and decisively interpreted by the courts, the University cannot censor or prohibit events...In fact, critical statements and even the demeaning ridicule of individuals are largely protected by the Constitution.... [I]n this case, Yiannopoulos’s past words and deeds do not justify prior restraint on his freedom of expression or the cancellation of the event.” The Yiannopoulos event was canceled out of public safety concerns after local ninja-dressed anarchists infiltrated the peaceful student demonstrators, causing widespread property destruction. Dirks condemned the actions of these individuals in a public statement, reaffirming Berkeley’s commitment to free speech across the political spectrum.

IEAS is committed to open debate and the exploration of a wide range of viewpoints, a commitment that is supported by UC policy and practice, and strongly demonstrated by the institute’s 36 year record of public programming, publishing and outreach. It will continue under this project.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

The Institute of East Asian Studies and the East Asia National Resource Center at UC Berkeley will encourage government service in areas of national need, as identified by the US Department of Education, as well as in areas of need in the education, business and non-profit sectors in the following five ways.

- 1) Training among the nation's largest numbers of university students in advanced Chinese, Japanese and Korean, languages that have been identified by multiple US Federal Agencies as Priority Languages for national needs (see "U.S. Department of Education Consultation With Federal Agencies on Areas of National Need," updated 2016). Many of these graduates enter careers in government, business and the non-profit sectors.
- 2) Training significant numbers of students in the terminal MA program in Asian Studies, with emphases on Law, Journalism and Interdisciplinary studies. Large percentages of these advanced graduates go on to careers in the non-profit sector, education, journalism and law.
- 3) Developing areas studies courses that are among the richest in the nation. Over 7000 UC Berkeley students from every possible major and discipline took courses last year on East Asia. These students enter the national workforce by the thousands annually with an enhanced understanding of East Asia within a global context.
- 4) Engaging in outreach activities to teach new and veteran teachers about East Asia, and working with them to bring global perspectives into their classrooms. This will be accomplished through conducting Summer Institutes, year-around Working Groups, outreach to local minority-serving community colleges and collaborations with the largest teacher-training group allied with the UC Berkeley Graduate School of Education.
- 5) Continuing to establish international exchange agreements with institutions in East Asia that foster student and visiting scholar exchange between the United States and East Asia, in all areas including public health and agriculture. Such exchanges have been identified as priorities by the U.S. Department of Health and Human Services.

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Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The Regents of the University of California, Berkeley  
Institute of East Asian Studies

Name/Title of Authorized Representative (Printed): Erin Lentz

Title: Contract and Grant Officer

Telephone: 510-643-2152

Signature:



E-mail: erin.lentz@berkeley.edu

Date: 6/13/18

## APPENDIX 1—PROJECT PERSONNEL TABLE OF CONTENTS

### EAST ASIAN STUDIES FACULTY AND STAFF BIOGRAPHICAL INFORMATION UNIVERSITY OF CALIFORNIA, BERKELEY, EAST ASIAN STUDIES (154 INDIVIDUALS)

Legend: T=Tenured; TT=Tenure Track; NTT= Non-tenure Track; N/A= Not applicable

#### **COLLEGE OF LETTERS AND SCIENCE, HUMANITIES DIVISION**

##### **Art History**

Berger, Patricia, Professor (T) .....	6
Hohllos, Stephanie, Graduate Student Instructor (N/A) .....	29
Kyo, Yi Yi Mon Rosaline, Graduate Student Instructor (N/A) .....	37
Levine, Gregory, Associate Professor (T) .....	40
Soriano, Jon, Graduate Student Instructor (N/A).....	61
Tsultem, Uranchimeg, Lecturer (NTT).....	63

##### **Comparative Literature**

Sas, Miryam, Professor (T). See also Film and Media, Global Studies .....	57
Volpp, Sophie, Associate Professor (T). See also EALC .....	69

##### **East Asian Languages and Cultures**

##### **Buddhism**

Blum, Mark, Professor (T).....	8
Dalton, Jacob, Professor (T). See also Tibetan.....	19
Joskevich, Erez, Lecturer (NTT) .....	32
Mehendale, Sanjyot, Lecturer (NTT). See also Near Eastern Studies, Geography, IEAS .....	45
Pickens, John, Graduate Student Instructor (N/A).....	53
Ronis, Jann, Lecturer (NTT). See also Tibetan .....	56
Sharf, Robert, Professor (T). See also IEAS.....	59
Von Rospatt, Alexander, Professor (T).....	65

##### **EALC General**

Po, Lanchih, Associate Adjunct Professor (NTT). See also Asian Studies, Global Studies .....	50
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##### **Chinese**

Ashmore, Robert, Associate Professor (T) .....	2
Bao, Weihong, Associate Professor (TT). See also Film .....	3
Bratt, David, Graduate Student Instructor (N/A).....	9
Cai, Weisi, Lecturer (NTT).....	10
Crewe, Jessica, Graduate Student Instructor (N/A) .....	18
Czikszentmihalyi, Mark, Professor (T).....	18
Donnelly, Damien, Lecturer (NTT) .....	21
Elford, Christopher, Graduate Student Instructor (N/A) .....	23

Feng, Xiangjun, Graduate Student Instructor (N/A).....	24
Jones, Andrew, Professor (T). See also Global Studies.....	32
Kebbinska, Julia, Graduate Student Instructor (N/A).....	34
Lam, Ling Hon, Assistant Professor (TT) .....	38
Li, I-Hao, Lecturer (NTT).....	40
Lin, Hsin-Yu, Lecturer (NTT) .....	41
Liu, Li, Lecturer (NTT) .....	42
Tsai, Chen-Hui, Lecturer (NTT).....	65
Varsano, Paula, Associate Professor and Chair (2018-) (T).....	68
Volpp, Sophie, Associate Professor (T). See also Comparative Literature .....	69
Wells, Matthew, Associate Visiting Professor (NTT) .....	72
Xie, Chunhong, Lecturer (NTT) .....	74
Zhang, Lihua, Lecturer, Chinese Language Program Coordinator (NTT) .....	77

### Japanese

Baker, Yasuko Konno, Lecturer (NTT).....	3
Bassoe, Pedro, Graduate Student Instructor (N/A).....	5
Caltabiano, Yuriko, Lecturer (NTT).....	11
Hasegawa, Yoko, Professor (T).....	27
Horton, Mack, Professor and Chair (2015-18) (T) .....	30
Imagawa, Kayoko, Lecturer (NTT) .....	31
Kambara, Wakae, Lecturer (NTT).....	33
Knickerbocker, Noriko, Lecturer (NTT) .....	35
Matisoff, Susan, Professor Emerita (T) .....	44
Morley, Brendan, Graduate Student Instructor (N/A) .....	46
Noonan, Patrick, Lecturer (NTT).....	48
O'Neill, Daniel, Associate Professor (T).....	50
Pitt, Jon, Graduate Student Instructor (N/A) .....	53
Shibahara, Chika, Lecturer (NTT) .....	59
Takata, Maki, Lecturer (NTT) .....	64
Tansman, Alan, Professor (T).....	65
Wallace, John, Lecturer (NTT).....	70
Wallace, Noriko Komatsu, Lecturer (NTT).....	71
Ward, Chelsea Morgen, Graduate Student Instructor (N/A) .....	71

### Korean

An, Jinsoo, Assistant Professor (TT) .....	1
Chang, Seung-Eun, Lecturer (NTT) .....	14
Kim, Minsook, Lecturer (NTT) .....	34
Ko, Kijoo, Lecturer, Korean Language Coordinator (NTT).....	35
Kwon, Youngmin, Adjunct Professor (NTT) .....	37
Lee, Meehyei, Lecturer (NTT).....	39
Lee, Soojin, Lecturer (NTT) .....	59
Park, JungHee, Lecturer (NTT) .....	51
Park, Kyungmi, Lecturer (NTT) .....	52



**Mongolian**

Baumann, Brian, Lecturer (NTT) .....	5
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**Tibetan**

Dalton, Jacob, Associate Professor (T). See also Buddhism .....	19
Ronis, Jann, Lecturer (NTT). See also Buddhism .....	56

**Film**

Bao, Weihong, Associate Professor (T). See also EALC .....	3
Sas, Miryam, Professor (T). See also Comparative Literature, Global Studies.....	57

**Music**

Ueno, Ken, Associate Professor (T) .....	67
Wade, Bonnie, Professor Emerita (T).....	70

**Philosophy**

Shun, Kwong-loi, Professor (T).....	60
-------------------------------------	----

**Rhetoric**

Cheah, Pheng, Professor (T). See also IEAS .....	15
Wong, Winnie, Associate Professor (T) .....	73

**Theater, Dance and Performance Studies**

Kwan, SanSan, Associate Professor (T) .....	36
---	----

**COLLEGE OF LETTERS AND SCIENCE, SOCIAL SCIENCE DIVISION****Anthropology**

Graburn, Nelson, Professor Emeritus (T) .....	26
Habu, Junko, Professor (T). See also Asian Studies.....	27
Liu, Xin, Professor (T).....	43
Nakamura, Karen, Professor (T).....	46
Ong, Aihwa, Professor. See also Asian Studies, Global Studies and IEAS (T) .....	51

**Economics**

Brown, Claire, Professor (T).....	9
Eichengreen, Barry, Professor (T). See also Political Science .....	22
Gourinchas, Pierre-Olivier, Professor (T).....	26
Rodriguez-Clare, Andres, Professor (T) .....	51
Roland, Gerard, Professor (T).....	55
Roland-Holst, David, Adjunct Professor (NTT). See also Agriculture and Resource Econ .....	55

**Ethnic Studies**

Choy, Catherine Ceniza, Professor (T) .....	17
Michell, Hannah, Lecturer (NTT).....	45
Siu, Lok, Associate Professor (T) .....	61
Yamanaka, Keiko, Lecturer (NTT). See also Asian Studies, Global Studies.....	75

**Geography**

Hsing, You-tien, Professor (T). See also IEAS .....	30
Mehendale, Sanjyot, Lecturer (NTT). See also EALC, IEAS, Near Eastern Studies .....	45

**History**

Barshay, Andrew, Professor (T) .....	4
Berry, Mary Elizabeth, Professor (T) .....	7
Cook, Alexander, Assistant Professor (TT) .....	17
Frede, Victoria, Associate Professor (T) .....	25
Jessup, Brooks, Lecturer (NTT) .....	31
Nylan, Michael, Professor (T) .....	48
Tackett, Nicolas, Associate Professor (T) .....	64
Van Vleet, Stacey, Lecturer (NTT) .....	67
Yeh, Wen-hsin, Professor (T) .....	76

**Legal Studies**

Berring, Robert, Professor (T). See also Asian Studies, Global Studies, Law .....	6
Shishido, Zenichi, Visiting Professor (NTT). See also Law .....	60

**Political Science**

Aggarwal, Vinod, Professor (T) .....	1
Bartlett, Benjamin, Graduate Student Instructor (N/A) .....	4
Dittmer, Lowell, Professor (T). See also Asian Studies, Social Science .....	21
Eichengreen, Barry, Professor (T). See also Economics .....	22
Lee, Hong Yung, Professor (T) [deceased] .....	38
Lorentzen, Peter, Assistant Professor (TT) .....	43
O'Brien, Kevin, Professor (T). See also Asian Studies, IEAS .....	49
Pempel, T.J., Professor (T) .....	52
Stern, Rachel, Associate Professor (T). See also Law, Social Science .....	63
Vogel, Steven, Professor (T). See also Asian Studies, Social Science .....	68
Zook, Darren, Lecturer (NTT). See also Global Studies .....	78

**Psychology**

Rosch, Eleanor, Professor (T) .....	56
Zhou, Qing, Assistant Professor (TT) .....	74

**Sociology**

Gold, Thomas, Professor (T). See also Social Science .....	25
Lie, John, Professor (T) .....	41

**Women and Gender Studies**

Nelson, Laura C., Associate Professor (T). See also Global Studies and IEAS .....	47
---	----

**GLOBAL STUDIES****Asian Studies**

Berring, Robert, Professor (T). See also Legal Studies, Law, Global Studies .....	6
Chang, Crystal, Lecturer (NTT).....	13
Cho, Eunsu, Visiting Professor (NTT) .....	15
Davey, Jack, Lecturer (NTT) .....	19
Dittmer, Lowell, Professor (T). See also Asian Studies .....	21
Eau, Jay, Lecturer (NTT) .....	75
Habu, Junko, Professor (T). See also Anthropology .....	27
O'Brien, Kevin, Professor (T). See also Asian Studies, IEAS .....	49
Ong, Aihwa, Chair and Professor (T). See also Anthropology, Global Studies and IEAS .....	51
Po, Lanchih, Associate Adjunct Professor (NTT). See also Global Studies, EALC .....	54
Stern, Rachel, Assistant Professor (TT). See also Law, Political Science.....	63
Vogel, Steven, Professor (T). See also Political Science.....	68
Yamanaka, Keiko, Lecturer (NTT). See also Ethnic Studies, Global Studies.....	75
Zook, Darren, Lecturer (NTT). See also Global Studies, Political Science .....	78

**Global Studies**

Auffhammer, Max, Associate Professor, Associate Dean (T). See also ARE.....	2
Berring, Robert, Professor (T). See also Asian Studies, Law .....	6
Chang, Crystal, Lecturer (NTT). See also Asian Studies .....	13
Davey, Jack, Lecturer (NTT). See also Asian Studies.....	19
Jones, Andrew, Professor (T). See also EALC.....	32
Karras, Alan, Senior Lecturer (NTT).....	33
Nelson, Laura C., Associate Professor (T). See also Gender and Women's Studies and IEAS....	47
Neuhauser, Linda, Professor (T). See also Public Health.....	47
Ong, Aihwa, Chair and Professor (T). See also Anthropology, Asian Studies and IEAS.....	51
Po, Lanchih, Associate Adjunct Professor (NTT). See also Asian Studies, EALC .....	54
Sas, Miryam, Professor (T). See also Film and Media, Comparative Literature.....	57
Yamanaka, Keiko, Lecturer (NTT). See also Asian Studies, Ethnic Studies .....	75
Zook, Darren, Lecturer (NTT). See also Asian Studies, Political Science.....	78

**Near Eastern Studies**

Mehendale, Sanjyot, Lecturer (NTT). See also Geography, EALC, IEAS .....	45
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**Social Science**

Dittmer, Lowell, Professor (T). See also Asian Studies, Social Science.....	21
Gold, Thomas, Professor (T). See also Sociology .....	25
Stern, Rachel, Assistant Professor (TT). See also Political Science, Law.....	63
Tseng, Winston, Lecturer (NTT). See also Public Health .....	66
Vogel, Steven, Professor (T). See also Asian Studies, Political Science.....	68

**PROFESSIONAL SCHOOLS****Business Administration**

Himmelstein, Daniel, Continuing Lecturer (NTT) .....	28
Wood, Steven, Lecturer (NTT) .....	73
Yuchtman, Noam, Assistant Professor (TT) .....	76

**Architecture**

Buntrock, Dana, Associate Professor (T). See also IEAS .....	10
Chow, Renee, Associate Professor (T) .....	16

**City and Regional Planning**

Cervero, Robert, Professor (T) .....	13
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**Education**

Holloway, Susan, Professor (T) .....	29
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**Information**

Xiao, Qiang, Adjunct Professor (NTT) .....	74
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**Law**

Berring, Robert, Professor (T). See also Legal Studies, Asian Studies, Global Studies .....	6
Fletcher, Laurel, Professor (T) .....	24
Linos, Katerina, Professor (T) .....	42
Scheiber, Harry, Professor (T) .....	58
Shishido, Zenichi, Visiting Professor (NTT). See also Legal Studies .....	60
Spoto, Meredith, Graduate Student Instructor (N/A) .....	62
Stern, Rachel, Assistant Professor (TT). See also Political Science, Social Science .....	63
Stover, Eric, Adjunct Professor (NTT) .....	63
Whitaker, Reid, Graduate Student Instructor (NTT) .....	72

**Public Health**

Neuhauser, Linda, Professor (T). See also Global Studies .....	47
Spear, Robert, Professor (T) .....	62
Tseng, Winston, Lecturer (NTT). See also Social Science .....	66

**Social Welfare**

Chow, Julian, Professor (T) .....	16
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**COLLEGE OF NATURAL RESOURCES****Agriculture and Resource Economics and Policy**

Aufhammer, Max, Associate Professor (T). See also Global Studies .....	2
Fally, Thibault, Assistant Professor (TT) .....	23
Roland-Holst, David, Adjunct Professor (NTT). See also Economics .....	53

**Environmental Science, Policy and Management**

Carr, Claudia, Associate Professor (T) .....	11
O'Neil, Kate, Associate Professor (T) .....	50

**C.V. STARR EAST ASIAN LIBRARY**

Chang, Jaeyong, Associate Librarian for Korean (N/A).....	14
He, Jianye, Chinese Librarian (N/A) .....	28
Marra, Toshie, Librarian for the Japanese Collection (N/A) .....	44
Rudolph, Deborah, Executive Manager (N/A) .....	57
Xue, Susan, Head Librarian (N/A) .....	75
Zhou, Peter X., Director (N/A) .....	77

**INSTITUTE OF EAST ASIAN STUDIES**

Bille, Franck, Program Director, Associated Researcher (N/A).....	7
Buntrock, Dana, Chair, Center for Japanese Studies, 2016- (N/A). See also Architecture .....	27
Cary, Caverlee, Program Director, NRC Program Coordinator (N/A).....	11
Cheah, Pheng, Chair, Center for Southeast Asia Studies, 2015- (N/A). See also Rhetoric.....	15
Davis, Dylan, Associate Director, NRC Outreach Coordinator (N/A).....	20
Diehl, Keila, Managing Editor, <i>Cross-Currents: East Asia History &amp; Culture Review</i> (N/A)....	20
Hsing, You-tien, Chair, Center for Chinese Studies, 2014- (N/A). See also Geography .....	27
Kwoh, Stella, Academic Director, National Center K-16 Chinese Language	
Mehendale, Sanjyot, Chair, Tang Center for Silk Road Studies 2017- (N/A). See also EALC, Near Eastern Studies .....	45
Nelson, Laura, Chair, Center for Korean Studies, 2014- (N/A). See also Gender & Women's Studies, Global Studies .....	47
O'Brien, Kevin, Director, PI (N/A). See also Political Science, Asian Studies .....	49
Okubo, Yuko, Research Specialist, Japan Historical Text Initiative (N/A) .....	49
Ong, Aihwa, Chair, Group in Asian Studies (N/A). See also Anthropology, Asian Studies, Global Studies .....	66
Sharf, Robert, Chair, Center for Buddhist Studies (N/A). See also Buddhist Studies.....	59

**OTHER NRC STAFF**

Blanco, Gina Farales, FLAS Coordinator, Graduate Division (N/A).....	7
Carter, Shane, ORIAS Outreach Coordinator (N/A) .....	12
Reinhard, Rachel, UC Berkeley History-Social Science Project Coordinator (N/A).....	54
Sato, Nancy, NRC Teacher Training Program Evaluator (N/A) .....	58

## AGGARWAL, VINOD K.

**Name (Title):** Aggarwal, Vinod (Professor)

**Department (Tenure Status):** Political Science (tenured)

**Education:** PhD, Stanford University (1981); MS, Stanford University (1977); BA, University of Michigan (1975)

**Academic Experience:**

- Assistant-Full Professor, UC Berkeley (1980-present)
- Visiting Professor, INSEAD, France (2004, 2009); Nanyang Technological University, Singapore (2009); Yonsei University, Seoul, Korea (2008)
- Professor, Graduate Institute of International Studies, Geneva (1988, 1989-90)

**Overseas Experience:** France, South Korea, Singapore, Latin America

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Italian 4, Spanish 4, Hindi 4, French 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 75%

**Courses Taught (number):** 6; International Political Economy; Foreign Economic Policies; International Relations; International Organizations

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International politics of trade; international finance, with a focus on Latin America and Asia; comparative public policy; rational choice and bargaining theory

**Distinctions:**

- Center for Global Partnership, Japan Fdn., “Improving Disaster Management in the Asia-Pacific,” 2016, \$8,000
- Center for Long Term Cybersecurity, UC Berkeley “The Internet’s Challenge to the State,” 2016, \$30,000
- Institute of East Asian Studies, UC Berkeley, and TECO San Francisco, “Shaping a New Political-Economic Order in the Asia-Pacific? The TPP, RCEP, and AIIB,” 2016, \$25,000
- IEAS, CCS, CJS, IES, Clausen Center for International Business & Policy, UC Berkeley; and TECO-San Francisco, ‘Mega-FTAs and the Global Political Economy,’ 2014-2016, \$60,000

**Recent Publications (number):** 4

- *Responding to China’s Rise: US and EU Strategies* (with Sara Newland). New York: Springer (2014).
- “Do WTO rules preclude industrial policy? Evidence from the global economic crisis,” (with Simon J. Evenett), *Business and Politics*, Vol. 16, No. 4, 2014.
- “A Fragmenting Global Economy: A Weakened WTO, Mega FTAs, and Murky Protectionism” (with Simon J. Evenett), *Swiss Political Science Review*, Vol. 19, No. 4, December 2013.
- “The ASEAN Economic Community 2015: Implications for Supply Chain Management” (with Bora Park), *Supply Chain Asia*, September-October 2013, pp. 20-21.

**Number of Theses Supervised in Last Five Years:** 12

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## AN, JINSOO

**Name (Title):** An, Jinsoo (Associate Professor)

**Department (Tenure Status):** East Asian Language and Cultures (tenured)

**Education:** PhD, UCLA (2005); MA, UCLA (1996); BA, UC Berkeley (1994)

**Academic Experience:**

- Assistant-Associate Professor, UC Berkeley (2012-Present); Asst. Professor, Hongik University (2006-2011)

**Overseas Experience:** Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Korean Cinema and Film, Cold War Culture in Korean Lit. & Film, Korean Film Authors, History & Memory in Korean Cinema, Intro to Pre-Modern Korean Literature, Intro to Modern Korean Literature

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Korean Language and Culture, Colonialism, Modernity, Gender; New Media

**Distinctions:**

**Recent Publications (number):** 2

- *Parameters of Disavowal: Colonial Representation in So. Korean Cinema*, forthcoming from UC Press, 2019.
- “Through Prism of Masquerade: the Colonial Past in *Assassination*,” History in Cinema review, *International Journal of Korean History*, fall issue, (2016).
- **Number of Theses Supervised in Last Five Years:** 4

## ASHMORE, ROBERT

**Name (Title):** Ashmore, Robert (Associate Professor)

**Department (Tenure Status):** East Asian Languages and Cultures (tenured)

**Education:** PhD, Harvard University (1997); MA, Beijing University (1992); BA, Harvard College (1986)

**Academic Experience:**

- Assistant-Associate Professor, UC Berkeley (1998-present)
- Visiting Assistant Professor, UC Berkeley (1997-98)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Civilization and Literature of Medieval China

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese literature of the third through eleventh centuries; lyric poetry and poetic theory; song and musical performance; traditional concepts of identity and personality

**Distinctions:**

**Recent Publications (number):** 1

- “Li He: Poetry as Obsession,” in Zong-qi Cai, ed., *Stories of Chinese Poetic Culture*, Columbia University Press, (forthcoming)
- “The Mastering Voice: Text and Aurality in the Ninth-century Mediascape,” in commemorative volume on Memory and Medieval Chinese Literature, edited by Wendy Swartz and Robert Campamy, Brill (forthcoming)
- *The Poetry of Li He*. In series, “Library of Chinese Humanities.” de Gruyter, (forthcoming).

**Number of Theses Supervised in Last Five Years:** 2

## AUFFHAMMER, MAXIMILIAN

**Name (Title):** Auffhammer, Maximilian (Professor, and Associate Dean, Social Sciences)

**Department (Tenure Status):** Agricultural and Resource Economics, International and Area Studies (tenured)

**Education:** PhD, UC San Diego (2003); MS, University of Massachusetts, Amherst (1998); BS, University of Massachusetts, Amherst (1996)

**Academic Experience:**

- Associate-Full Professor, UC Berkeley ARE/ IAS (2009-Present)
- George M. Pardee Jr. Family Chair in International Sustainable Development (2013-Present)
- Associate Dean, Division of Social Sciences (2015-Present)

**Overseas Experience:** China, Germany

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** German 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** 3; International Microeconomic Theory (includes China)

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Environmental economics; econometrics

**Distinctions:**

- Campus Distinguished Teaching Award, UC Berkeley (2009)
- Sarlo Distinguished Graduate Student Mentoring Award, UC Berkeley (2007)
- Coll. Natural Resources Outstanding Assistant Professor Award, UC Berkeley (2007)
- PNAS Cozzarelli Prize for outstanding paper, National Academies of Sciences (2007)

**Recent Publications (number):** 3

- “Linking Local Impacts to Changes in Climate: A Guide to Attribution.” (w/G. Hansen, D. Stone, C. Huggel and W. Cramer) *Regional Environmental Change*, 16(2): 527-541, (2016).
- “Powering up China: Uncovering the Drivers of Domestic Electricity Consumption.” (2/Catherine Wolfram) *American Economic Review: Papers and Proceedings*: 104(5): 575-80 (2014).
- “Cooling China: The Weather Dependence of Air Conditioner Adoption.” *Frontiers of Economics in China*: 9(1): 70-84.

**Number of Theses Supervised in Last Five Years:** 8

## BAKER, YASUKO KONNO

**Name (Title):** Baker, Yasuko Konno (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, University of South Carolina (1984); MA, San Francisco State University (1994)

**Academic Experience:**

- Lecturer, UC Berkeley (1992-present)
- Teaching Assistant, San Francisco State University (1992)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Japanese Language (Elementary, Intermediate, Advanced, 4<sup>th</sup> Year)

**Language Pedagogy:** Two Masters, in Linguistics and Japanese; annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Pedagogy; curriculum design

**Distinctions:**

- Berkeley Language Center fellowship (2013-2015), to develop online placement test for Berkeley's Japanese program.

**Recent Publications (number):** 0

- In collaboration with Yoko Hasegawa, et al., *Elementary Japanese*, Volume II, Tuttle Publishing (2005).
- In collaboration with Yoko Hasegawa, et al., *Elementary Japanese*, Volume I, Tuttle Publishing (2005).

**Number of Theses Supervised in Last Five Years:** n/a

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## BAO, WEI-HONG

**Name (Title):** Bao, Weihong (Associate Professor)

**Department (Tenure Status):** Film and Media Studies/East Asian Languages and Cultures (tenured)

**Education:** PhD. University of Chicago (2006)

**Academic Experience:**

- Associate Professor, UC Berkeley (2016-present)
- Assistant Professor, UC Berkeley (2012-2016)

**Overseas Experience:** China, Taiwan, Australia, Germany

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5, Classical Chinese 3, Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Auteur Theory; East Asian Cinema; Graduate Topics in Film; Archive & intermediality in Chinese Cinema

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese film, Sinophone studies

**Distinctions:**

- Finalist, Modernist Studies Association Best Book Prize (2016).

**Recent Publications (number):** 6

- "From Duration to Temporalization: Rethinking Time and Space for Durational Art," *Representations*, 136, 132-137; 168-169 (2016).
- "The Art of Control: Hong Shen, Behavioral Psychology, and the Technics of Social Effects," *Modern Chinese Literature and Culture*, 27:2, 249-297 (2015).
- "What is Cinema, What is Theater? On the 'Drama' Complex in Chinese Film Theory," *Chinese Comparative Literature* 98: 1, 25-38 (2015).

**Number of Theses Supervised in Last Five Years:** 2



## BARSHAY, ANDREW

**Name (Title):** Barshay, Andrew (Professor, Dr. C.F. Koo and Cecilia Koo Chair Professor in Asian Studies)

**Department (Tenure Status):** History (tenured)

**Education:** PhD, UC Berkeley (1986); MA, UC Berkeley (1980); BA, UC Berkeley (1975)

**Academic Experience:**

- Professor, UC Berkeley (1998-Present)
- Associate Professor, UC Berkeley (1992-98)
- Assistant Professor, UC Berkeley (1989-Present)
- Assistant Professor, University of Wisconsin, Madison (1987-89)

**Overseas Experience:** Japan (1983-84, 1986, 2002); France (2002)

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Introduction to Japanese History; 20<sup>th</sup> century Japan; Postwar Japan; Japanese History.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Modern Japanese social and political thought

**Distinctions:**

- Elected to the American Academy of Arts and Sciences (2016)
- Dr. C.F. Koo and Cecilia Koo Chair in Asian Studies (2013-2018)
- Honorary Member, Golden Key National Honor Society (for teaching), September 2000; Excellence in Teaching, Northern California Association of Phi Beta Kappa, June 1994

**Recent Publications (number):** 2

- “Ironsha-tachi no kindai: Maruyama Masao, Robāto Berā no Nihon shisō kenkyū ni kansuru oboegaki,” *Arena* 15 1-14 (Japanese translation of “The Protestant Imagination: A Note on Maruyama Masao, Robert Bellah, and the Study of Japanese Thought”) (2015)
- “Maruyama Masao (1914-96),” in *International Encyclopedia of the Social and Behavioral Sciences*, 2nd ed., ed. James D. Wright et al., vol. 14, Oxford: Elsevier, pp. 635-41 (2015)

**Number of Theses Supervised in Last Five Years:** 2

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## BARTLETT, BENJAMIN

**Name (Title):** Bartlett, Benjamin (Graduate student instructor)

**Department (Tenure Status):** Political Science (non-tenured)

**Education:** MA, UC Berkeley (2010), MSc., University of Toronto (2006), BA, Earlham College (2001)

**Academic Experience:**

- Graduate Student Instructor, UC Berkeley (2010-12; 2016-present)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 3; Japanese Politics, Introduction to International Relations, War

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** international security (esp. cyber security) with a focus on Northeast Asia (esp. Japan); Japanese politics; international relations

**Distinctions:**

- Outstanding Graduate Student Instructor Award, UC Berkeley (2016-17)
- Waseda Junior Visiting Researcher, Waseda University (2015-16)
- Post-doctoral Fellowship, Japan Society for the Promotion of Science (2014-15)

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

## BASSOE, PEDRO

**Name (Title):** Bassoe, Pedro (PhD candidate & Graduate Student Instructor)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, University of Oregon (2012); BA, Ball State University (2010)

**Academic Experience:**

- Graduate Student Instructor, UC Berkeley (2013-present)

**Overseas Experience:** Japan, Brazil

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Japanese language.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** the author Akutagawa Ryunosuke; Jesuit Portuguese missionaries to Japan in the 16<sup>th</sup> and 17<sup>th</sup> centuries; the aesthetic treatment of religion in modern Japanese literature; narratives.

**Distinctions:**

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

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## BAUMANN, BRIAN

**Name (Title):** Baumann, Brian (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (n/a)

**Education:** PhD, Indiana University (2005), MA, Indiana University (2000), MA, University of North Dakota (1995), BA, University of North Dakota (1990)

**Academic Experience:**

- Lecturer, UC Berkeley (2015-present)
- Visiting Scholar, Indiana University (2010-15)
- Adjunct Lecturer, Indiana University (2007-09)
- Assistant Instructor, Indiana University (1998-2001)

**Overseas Experience:** Mongolia

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mongolian 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Mongolian Language, Literary Mongolian, Modern Mongolian History; the Mongol Empire

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Mongolian language, history, culture, Buddhism, and astral science

**Distinctions:**

- Associate Editor for Inner Asia, *Journal of Asian Studies* (2017-present)

**Recent Publications (number):** 2

- “The Scent of a Woman: Allegorical Misogyny in a Sa skya pa Treatise on Salvation in Pre-Classical Mongolian Verse” in *Festschrift for György Kara*, Leiden: Brill (forthcoming)
- “The Illumination of the Mind: A Sa skya pa Buddhist Treatise on Salvation in Pre-Classical Mongolian Verse,” *Rocznik Orientalistyczny*, vol. 70 (forthcoming)
- “Barking Dogs and a Talking Unicorn: Zoomorphic Intercession between Heaven and History of the Mongols,” in *Animals in Mongol Eurasia* (forthcoming)

**Number of Theses Supervised in Last Five Years:** n/a

## BERGER, PATRICIA

**Name (Title):** Berger, Patricia (Professor Emerita)

**Department (Tenure Status):** History of Art (Emerita, 2017)

**Education:** PhD, UC Berkeley (1980); MA, UC Berkeley (1973); BFA, Cornell University (1969)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1997-present)
- Assistant Professor, University of Southern California (1979-82)
- Visiting Assistant Professor, UC Berkeley (1996-97)

**Overseas Experience:** Great Britain, France, Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; Chinese art, Buddhist art, art of Tibet and Mongolia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese art; Buddhist painting; portraiture in 20th-century China & Inner Asia

**Distinctions:**

- Humanities Research Fellowship (2005)
- Shimada Prize for Best Book in Asian Art (2008)

**Recent Publications (number):** 1

- *Three Emperors: Art and Power in Qing-Dynasty China*, (with Jessica Rawson, Evelyn Rawski, et al.) catalogue for an exhibition at the Royal Academy of Arts, London: "Ritual," (with Yuan Hongqi), 116-127. "Religion," 128-153 (2006)
- "Reincarnation in an Age of Mechanical Reproduction: The Career of the Narthang Panchen Lama Prints," for a special volume of the *Bulletin d'Ecole Française d'Extrême-Orient*, Monica Esposito, editor. (2005)
- "Shifting Biographies, Shifting Temporalities," response to Jonathan Hay, "Interventions: The Mediating Work of Art," *Art Bulletin* (2005)

**Number of Theses Supervised in Last Five Years:** 8

## BERRING, ROBERT

**Name (Title):** Bering, Robert C. (Professor and Walter Perry Johnson Chair Emeritus)

**Department (Tenure Status):** Law (Emeritus)

**Education:** MLS, UC Berkeley (1974); JD, UC Berkeley (1974); BA, Harvard University (1971)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1982-present)
- Associate Dean of Law (2008-2010)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 4; Chinese Law and Society; Asian Legal Systems; Taiwanese Law; Modern Chinese Law

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Contracts; advanced legal research and courses covering Chinese law; China; law and cognitive studies

**Distinctions:**

- Marian Gould Gallagher Distinguished Service Award, American Association of Law Libraries (2014)
- American Association of Law Libraries Hall of Fame, Inductee (2014)
- Outstanding Teaching Award, Legal Studies Department, UC Berkeley (2013)
- "Fastcase 50" Award winner (2013)

**Recent Publications (number):** 2

- *Legal Research. The Sum & Substance Series.* compact disks, W. Academic Publ. Co. (2016)
- "The Lost Library," 18 *Green Bag* 2d 139 (2016)
- "What a long, strange trip it's been," *The Journal of the Legal Writing Institute*, 20, 9-11 (2016)
- *International Legal Research in a Nutshell*, with V. Hoffman. Thomson/West (2008)

**Number of Theses Supervised in Last Five Years:** 4

## BERRY, MARY ELIZABETH

**Name (Title):** Berry, Mary Elizabeth. (Professor Emerita; Class of 1944 Professor of History Emerita)

**Department (Tenure Status):** History (tenured)

**Education:** PhD, Harvard University (1975); MA, Harvard University (1970); AB, Manhattanville College (1968)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1978-2017)
- Visiting Professor, Stanford University (2004-05)
- Visiting Professor, Jawarhalal Nehru University (2006)

**Overseas Experience:** Japan (annual trips)

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Japanese History; Japan Survey

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japan; warring states and Edo periods; commercial publishing; social history of war and warriors; work and consumption in early modern cities

**Distinctions:**

- Election to the American Academy of Arts and Sciences (2009)
- Appointment as Class of 1944 Professor of History (2007)
- President, Association for Asian Studies (2004-05)

**Recent Publications (number):** 1

- *Japan in Print: Information and Nation in the Early Modern Period*, University of California Press (2006)
- "Samurai Trouble: Thoughts on War and Loyalty," *Journal of Asian Studies*, 64:4 (2005), 831-47
- "Conventional Knowledge in Early Modern Japan," in Gail Bernstein, Andrew Gordon, and Kate Nakai, eds., *Public Sphere, Private Lives in Modern Japan, 1600-1950*, Harvard University Asia Center (2005)

**Number of Theses Supervised in Last Five Years:** 4

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## BILLÉ, FRANCK

**Name (Title):** Billé, Franck (Program Director / Affiliated Researcher)

**Department (Tenure Status):** Institute of East Asian Studies

**Education:** PhD, University of Cambridge (2011), MA, SOAS (2002), MA, SOAS (2001), BA, University of Westminster (1999)

**Academic Experience:**

- Visiting Scholar, UC Berkeley (2015-17)
- Project Coordinator, University of Cambridge (2012-15)
- Postdoctoral Researcher, University of Cambridge (2011-12)

**Overseas Experience:** Mongolia, China, Russian Far East

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Russian 4, Chinese 2, Mongolian 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** ethnicity, borders, territoriality

**Distinctions:**

- Book Series Editor, Amsterdam University Press (2016-present)

**Recent Publications (number):** 9

- *Yellow Perils: China Narratives in the Contemporary World* (co-edited with Sören Urbansky), University of Hawai'i Press (forthcoming)
- "Skinworlds: Borders, Haptics, Topologies." *Environment and Planning D*: 36 (1): 60-77 (2018)
- "Speaking Volumes." Theorizing the Contemporary, *Cultural Anthropology* website, October 24. <https://culanth.org/fieldsights/1247-speaking-volumes> (2017)
- "Cartographic Anxieties." *Cross-Currents: East Asian History and Culture Review*, Vol. 21. <https://cross-currents.berkeley.edu/e-journal/issue-21> (2016)
- *Sinophobia: Anxiety, Violence, and the Making of Mongolian Identity*. Honolulu: Univ. of Hawai'i Press (2015)

**Number of Theses Supervised in Last Five Years:** n/a

## BLANCO, GINA FARALES

**Name (Title):** Blanco, Gina Farales (Graduate Fellowships Adviser, Graduate Division; NRC FLAS Coordinator)

**Department (Tenure Status):** Graduate Division (n/a)

**Education:** BA, UC Davis (1994)

**Academic Experience:** n/a

**Overseas Experience:** n/a

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** none

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** n/a

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** n/a

**Distinctions:** n/a

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## BLUM, MARK

**Name (Title):** Blum, Mark L. (Professor; Shinjo Ito Distinguished Chair in Japanese Studies)

**Department (Tenure Status):** Buddhist Studies and East Asian Languages and Cultures (tenured)

**Education:** PhD, UC Berkeley (1990); MA, UC Los Angeles (1976); BA, UC Santa Barbara (1973)

**Academic Experience:**

- Professor, UC Berkeley (2013-present)
- Professor, University at Albany-State University of New York (2010-13)
- Associate Professor, University at Albany-State University of New York (2002-10)

**Overseas Experience:** Hong Kong, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Buddhist Studies; Japanese Studies

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Buddhist studies; Japanese studies

**Distinctions:**

- Fulbright-Hays Research Grant (2010-11)
- Research funding from the Jodoshu Research Institute (2003-12)

**Recent Publications (number):** 3

- *Think Buddha, Say Buddha: A History of Nenbutsu*. (Oxford, contracted for 2018)
- *Nehangyo no Nihon denrai: Shotoku Taishi to Shinran* [The Transmission of the Nirvana Sutra to Japan: Prince Shotoku and Shinran]. Tokyo, (2014)
- *The Nirvana Sutra, Volume 1* (translated from the Chinese). University of Hawaii Press (2013).

**Number of Theses Supervised in Last Five Years:** 1

## BRATT, DAVID

**Name (Title):** David Bratt (PhD Candidate & Graduate Student Instructor)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, Stanford (2010), BA, Calvin College (2006)

**Academic Experience:**

- Graduate Student Instructor, UC Berkeley (2013-present)
- Graduate Student Researcher (8/2016 – 12/2016)

**Overseas Experience:** Taiwan, Chengdu, PRC

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 4, Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Chinese language, literature, and religion

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Premodern Chinese intellectual history

**Distinctions:**

- National endowment for the Humanities fellow (2014)

**Recent Publications (number):** 1

- Book review in *Review of Religion and Chinese Society*, Brill Publishing, (2016)

**Number of Theses Supervised in Last Five Years:** n/a

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## BROWN, CLAIRE

**Name (Title):** Brown, Claire (Professor of Economics, Emerita)

**Department (Tenure Status):** Economics (tenured)

**Education:** PhD, University of Maryland (1973); BA Wellesley (1968)

**Academic Experience:**

- Professor of Economics, UC Berkeley (1973-present)
- Director, Center for Work, Technology and Society (1997-present)
- Director, Institute of Industrial Relations, UC Berkeley (1992-1997)

**Overseas Experience:** Japan, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 4; Buddhist Economics, Labor Markets, Global Employment

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Work, technology and society; labor markets, Buddhist economics.

**Distinctions:**

- Labor and Employment Relations Association, Lifetime Achievement Award (2010)
- Omron Fellow, Doshisha University, Japan (2003-2006)

**Recent Publications (number):** 2

- *Buddhist Economics: An Enlightened Approach To The Dismal Science*, Bloomsbury Press (2017)
- *Eminent Economists II—Their Life and Work Philosophies*, Cambridge University Press (2013)
- “Quality of Life, Measurements of” in Daniel Thomas Cook and J. Michael Ryan, *The Wiley–Blackwell Encyclopedia of Consumption and Consumer Studies* (2013)

**Number of Theses Supervised in Last Five Years:** 3

## BUNTROCK, DANA

**Name (Title):** Buntrock, Dana (Professor and Chair, Center for Japanese Studies)

**Department (Tenure Status):** Architecture (tenured)

**Education:** M. Architecture + M.U.P, University of Michigan (1994); B. Architecture, Tulane University

**Academic Experience:**

- Assistant-Associate Professor, UC Berkeley (2000-2011)
- Adjunct-Assistant Professor, University of Illinois, Chicago (1994-2000)

**Overseas Experience:** Japan; Australia

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 2; Japanese Craft and Construction

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Architectural practice in Japan; construction industry

**Distinctions:**

- (Shortlisted) “Applied Innovations” Zumtobel Group Award. “Nest We Grow.” (2015)
- Society of American Registered Architects, N.Y. Council Design Award, “Nest We Grow.” (2015)
- US WoodWorks Wood Design Award, “Green Building By Nature.” “Nest We Grow.” (2015)
- Mies Crown Hall Americas Prize, nominaton. “Nest We Grow.” (2014/15)

**Recent Publications (number):** 2

- “Vitruvius in Japan: Two outa three ain’t bad,” *The Museum Blog Bookp.* 98-111 (2017)
- “Prefabricated Housing in Japan,” in *Off-Site Architecture: Theory of Modern Methods of Construction*, Ryan Smith, ed. (2017)
- *Katsuhiro Miyamoto. “About” Monograph Series*, no. 22. Melfi, Italy: Casa Editrice Libria (2012)
- *Materials and Meaning in Contemporary Japanese Architecture: Tradition and Today.* Routledge (2010)
- *Japanese Architecture as a Collaborative Process: Opportunities in a Flexible Construction Culture* Spon Press, (2001)

**Number of Theses Supervised in Last Five Years:** 5

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## CAI, WEISI

**Name (Title):** Cai, Weisi (Lecturer in Chinese)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, Chinese University of Hong Kong (2010); BA, Beijing Language and Culture University (2002)

**Academic Experience:**

- Lecturer, UC Berkeley (2011-present)
- Lecturer, Brown University (2010-2011)
- Instructor, IUP Beijing (2006-2009)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Advanced Heritage Chinese, Intermediate non-Heritage, Intermediate Heritage Chinese, Intermediate Summer Intensive Chinese.

**Language Pedagogy:** Second language acquisition; second language pedagogy.

**Research/Teaching Specialization:** Chinese as a heritage language; Chinese as a foreign language

**Distinctions:**

**Recent Publications (number):** 1

- Study on Raising Learners’ Morphological Awareness and Its Implications for Textbook Compilation (CLTAC annual conference presentation, 2015)
- Study on the Incidental Vocabulary Learning and its Implications on Curriculum Development (CLTAC annual conference presentation, 2011).

**Number of Theses Supervised in Last Five Years:** n/a

## CALTABIANO, YURIKO MIYAMOTO

**Name (Title):** Caltabiano, Yuriko Miyamoto (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, UC Davis (2009); MA, Sophia University, Tokyo, Japan (1995); BA, Sophia University (1992)

**Academic Experience:**

- Lecturer, UC Berkeley (2009-present)
- Instructor, Aragon High School, San Mateo (2012-2014)
- Instructor, Laney College, Oakland (2008); UC Berkeley (2000-05)
- Teaching Assistant, UC Davis (2004-06)

**Overseas Experience:** Japan, Uzbekistan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; Japanese Language (Elementary, Intermediate, Advanced)

**Language Pedagogy:** PhD in Linguistics; annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Japanese as a foreign language, language and identity, multiculturalism.

**Distinctions:**

**Recent Publications (number):** 1

- “Children’s negotiation of multicultural identities and multiple languages in Japan: An ethnographic study of a Cambodian boy.” *Japan Journal of Multilingualism and Multiculturalism* (2009)
- Miyazaki, S., Arita K. “Chiiki no ‘Tabunka’ka to Gaikokusekishimin ni taisuru Borantia no Yakuwari ni kansuru Ichikosatsu” [Investigation of Roles Played by Volunteers for Foreign Residents and Local Multiculturalism]. *Sophia Junior College Faculty Bulletin* (2009)
- “Consequences of shifting styles in Japanese: L1 listeners’ attitudes towards L2 speakers’ politeness.” *Second Language Research Forum Proceedings* (2008)

**Number of Theses Supervised in Last Five Years:** n/a

## CARR, CLAUDIA

**Name (Title):** Carr, Claudia J. (Associate Professor)

**Department (Tenure Status):** Environmental Science, Policy and Management (tenured)

**Education:** PhD, University of Chicago (1993)

**Academic Experience:**

- Assistant-Associate Professor UC Berkeley (1998-present)

**Overseas Experience:** Africa, Latin America, South Pacific, South Asia, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):**

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; International Rural Politics; International Conservation and Development Policy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** international aid and investment in river basin and marine fisheries/coastal related development; fisheries

**Distinctions:** n/a

**Recent Publications (number):** 1

- “River Basin Development and Pastoralist Vulnerability: The Oromos of Eastern Ethiopia” in *Occasional Papers*, Public Policy Research Institute, University of Montana (2016)
- “The legacy and challenge of international aid in marine resource development” in *Freedom for the Seas in the 21<sup>st</sup>. Century: Ocean Governance and Environmental Harmony*. J.M. Van Dyke, D. Zaelke and G. Hewison, eds. (1998)

**Number of Theses Supervised in Last Five Years:** n/a



## CARTER, SHANE

**Name (Title):** Carter, Shane (Public Education Specialist for ORIAS)

**Department (Tenure Status):** Office of Resources for International and Area Studies (n/a)

**Education:** BS, Foreign Service, Georgetown University (1993); MA, Education, Fairfield University (1997)

**Academic Experience:**

- Education Specialist, ORIAS, UC Berkeley (2016-present)
- Social Studies Department Head, Drew School (1999-2014)
- Social Studies, Teacher, Newtown Public High School, CT. (1996-1999)

**Overseas Experience:** Costa Rica, Mexico, UK, France, Spain, Netherlands, Switzerland, Italy, Turkey

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 3, Spanish 3, Arabic 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 20%

**Courses Taught (number):** K-14 outreach

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** K-14 outreach

**Distinctions:** n/a

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

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## CARY, CAVERLEE

**Name (Title):** Cary, Caverlee (Program Director, Institute of East Asian Studies, and NRC Program Coordinator)

**Department (Tenure Status):** Institute of East Asian Studies (n/a)

**Education:** PhD, Cornell University (1994); BA, Bryn Mawr College (1977)

**Academic Experience:**

- Program Director, Institute of East Asian Studies, UC Berkeley (2007-present)
- Associate Director, Geographic Information Science Center, UC Berkeley (2002-2007)
- Associate Director, Electronic Cultural Atlas Initiative, UC Berkeley (1998-2002)
- Office Supervisor, International and Area Studies, UC Berkeley (1994-1998)

**Overseas Experience:** Japan, Thailand

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Thai 2; Japanese 2; German 2; French 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Southeast Asian Art

**Distinctions:** n/a

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## CERVERO, ROBERT

**Name (Title):** Cervero, Robert (Professor; Carmel P. Friesen Chair in Urban Studies, 2011-present)

**Department (Tenure Status):** City and Regional Planning (tenured)

**Education:** PhD, University of California, Los Angeles (1980); MS and MCP, Georgia Institute of Technology, Atlanta (1975); BA, University of North Carolina, Chapel Hill (1973)

**Academic Experience:**

- Director, Institute of Urban and Regional Development (2009-present)
- Director, UC Transportation Center (2009-present)
- Professor, UC Berkeley (1992-present)
- Associate Professor, UC Berkeley (1986-1992)

**Overseas Experience:** China, Brazil, Bali, Australia, Canada, Korea, Colombia, Philippines, Indonesia, Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 3, French 3.

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 1; Transportation and Land Use Planning

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Sustainable transportation policy and planning

**Distinctions:**

- Hsue-shen Tsien Gold Medal award, Beijing (2013)
- Dale Prize for Excellence in Urban Planning Research (2004)

**Recent Publications (number):** 3

- “Beyond Mobility,” with E. Guerra and S. Als, Washington, DC: Island Press, (2017)
- “Urban reclamation and regeneration in Seoul, ROK,” *Low Carbon Cities: Transforming Urban Systems*, S. Lehmann, ed., Routledge, London, pp. 224-234. (2015)

**Number of Theses Supervised in Last Five Years:** 3

## CHANG, CRYSTAL

**Name (Title):** Chang, Crystal (Lecturer)

**Department (Tenure Status):** Global Studies (non-tenured)

**Education:** PhD, UC Berkeley (2011); MA, UC Berkeley (2005), MA UC San Diego (2005); BA Stanford (1997)

**Academic Experience:**

- Lecturer, UC Berkeley (2013-present)
- Lecturer, Dominican University of California (2013-present)
- Visiting Assistant Professor, Mills College (2013)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 4, Spanish 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; Political Economy; American Foreign Policy Toward Asia, History of Modern Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Comparative political economy, Chinese industrial policy

**Distinctions:**

- Virginia Walsh Best Dissertation Award nomination, UC Berkeley (2012)
- Shorenstein Postdoctoral Fellowship, APARC, Stanford University (2011-12)

**Recent Publications (number):** 1

- “China: Green Technologies, Brown Processes,” in John Zysman and Mark Huberty (eds), *Can Green Sustain Growth? From Religion to Reality of Sustainable Prosperity*. Stanford University Press (2014)
- “Center-Local Politics and the Limits of China’s Outsourced Production Model: Why China’s Innovation Challenge May be Overstated” in Dan Breznitz and John Zysman (eds), *Can Wealthy Nations Stay Rich?* Oxford University Press (2012).

**Number of Theses Supervised in Last Five Years:** n/a

## CHANG, JAEYONG

**Name (Title):** Chang, Jae-Yong (Korean Studies Librarian)

**Department (Tenure Status):** C.V. Starr East Asian Library

**Education:** PhD Candidate, History, Kangwon National University (2013); MLIS, University of Washington (1999); MA, University of Washington (1998); BA, Chonbuk National University, Chonju, South Korea (1995)

**Academic Experience:**

- Associate Librarian, East Asian Library, UC Berkeley (2003-present)
- Librarian, The Cheng Yu Tung East Asian Library, University of Toronto (2001-03)

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5; Classical Chinese 4; Russian 3; Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Korean bibliography

**Distinctions:**

- Korean Collections Consortium of North America, grant (2011)
- Korean Collections Consortium of North America grant (2006)

**Recent Publications (number):** 2

- "Status Quo and Emergence of Western Records on Korea & Korean History," *Seoul Journal of Korean Studies*, (2017) under review
  - "Current Trends in Education for American History in the USA," *Chonbuk Sahak*, pp. 337-363, (2015)
  - CV Starr East Asian Library, University of California" *Ch'ulp'an Jonol*, pp. 27-31, no. 433 (2012)
  - **Number of Theses Supervised in Last Five Years:** n/a
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## CHANG, SEUNG-EUN

**Name (Title):** Chang, Seung-Eun (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (n/a)

**Education:** PhD, University of Texas, Austin (2007); MA, Yonsei University, Seoul, South Korea (1996); BA, Yonsei University, Seoul, South Korea (1994)

**Academic Experience:**

Lecturer, UC Berkeley (2008-present); Yonsei University (2000-02); Kyung-In Women's College, Incheon, South Korea (1997-2000)

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; Korean language

**Language Pedagogy:** PhD in Linguistics; annual Berkeley Language Center and AATK pedagogical training

**Research/Teaching Specialization:** Korean Linguistics, Phonology, Phonetics, Laboratory methods of language analysis, theoretical and experimental phonology and phonetics.

**Distinctions:**

- Developing Online Homework (at b-courses) for beginning & intermediate level, Korean program, UC Berkeley (2016-17)
- Developing media clips for upper level for Korean courses (2012-13)
- Revising the textbook *College Korean* Korean program, UC Berkeley (2008-14)

**Recent Publications (number):** 1

- "Enhancement Effects of Clear Speech & Word-initial Position in Korean Glides," *Journal of the Acoustical Society of America*, 141(6), pp. 4188-99 (2017)
- "Hyperarticulated Production of Korean Glides by Age Group," with M. Kim." *Proceedings of Interspeech 2016: International Conference on Spoken Language Processing*. Pp. 1007-1010. (2016)

**Number of Theses Supervised in Last Five Years:** n/a

## CHEAH, PHENG

**Name (Title):** Cheah, Pheng (Professor)

**Department (Tenure Status):** Rhetoric (tenured)

**Education:** PhD, Cornell University (1998); MA, Cornell University (1995); LLB, University of Sydney, Australia (1993); BA, University of Sydney, Australia (1993)

**Academic Experience:**

- Professor, UC Berkeley (2007-present)
- Associate Professor, UC Berkeley (2004-2007)
- Assistant Professor, UC Berkeley (1999-2004)

**Overseas Experience:** Australia, Taiwan, Hong Kong, China, Southeast Asia

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Cantonese 5; Fujian hua/Hokkien 5; Mandarin 4; Malay 3; Indonesian 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; Gender and Globalization in Asia; Human Rights and the Humanities; Transnational Commodification of Women; Novels of Decolonizing Nationalism and Postcoloniality in Southeast Asia and Africa

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** 18th-20th century continental philosophy and critical theory; postcolonial theory and anglophone postcolonial literatures; theory of globalization; social and political thought; feminist theory

**Distinctions:**

- Distinguished Visiting Research Professor, University of Hong Kong, (6 months over 3-year term, 2011-2015)
- Mellon Research Grant, UC Berkeley, (2011-16)

**Recent Publications (number):** 7

- *What is a World?: On Postcolonial Literature as World Literature*, Duke University Press, (2016)
- "Representing the Sinophone, Truly: On Tsai Ming-liang's *I Don't Want to Sleep Alone*," in David Der-wei Wang, *A New Literary History of Modern China*, Cambridge: Harvard University Press, pp. 861-67 (2017)
- "Of Other Worlds to Come," in Sven Trakulhun & Ralph Weber (eds), *Delimiting Modernities: Conceptual Challenges & Regional Responses*, Lanham: Lexington Books, pp. 3-23 (2015)

**Number of Theses Supervised in Last Five Years:** 5

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## CHO, EUNSU

**Name (Title):** Cho, Eunsu (Visiting Professor; Professor, Seoul National University)

**Department (Tenure Status):** International and Area Studies (n/a)

**Education:** PhD., University of California, Berkeley (1997); MA, Seoul National University (1986); BA, Seoul National University, 1982.

**Academic Experience:**

- Visiting Professor, UC Berkeley (2012-2013, 2016)
- Professor, Seoul National University (2004-present)
- Assistant Professor, University of Michigan (1998-2004)

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Confucianism and Buddhism in Korean History and Culture; Women in Buddhism

**Language Pedagogy:**

**Research/Teaching Specialization:** Buddhist philosophy; Korean philosophy

**Distinctions:**

- Chair of the Editorial Subcommittee of the MOWCAP (Asia-Pacific Regional Committee for the Memory of the World Program (UNESCO)), 2007-08.

**Recent Publications (number):** 3

- "Wonhyo's Theory of "One Mind": A Korean Way of Interpreting Mind" in *Diogenes* 10, pp. 1-12 (2017)
- "Towards a Buddhist Ethics of Emptiness: Wonhyo on Transgression and Repentance in the Mahayana Repentance of the Six Senses" in *Journal of Korean Religions* Vol. 8, No. 1, pp. 31-46 (2017)
- *Korean Buddhist Nuns and Laywomen-Hidden Histories and Enduring Vitality*. SUNY Press (2011)

**Number of Theses Supervised in Last Five Years:** n/a

## CHOW, JULIAN

**Name (Title):** Chow, Julian (Professor)

**Department (Tenure Status):** Social Welfare (tenured)

**Education:** PhD, Case Western Reserve University (1992); MSSA Case Western Reserve University (1984); BA Tunghai University, Taiwan (1981)

**Academic Experience:**

- Assistant-Associate Professor, UC Berkeley (1999-2016)
- Assistant Professor, State University of New York, Albany (1994-99)

**Overseas Experience:** Taiwan; China; Hong Kong; Malaysia

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin Chinese 4; Cantonese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; Immigrants and Refugees

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Macro and community practice; social work research methods; cultural competency practice; human and social services to ethnic minority communities; immigrants and refugees

**Distinctions:**

- Outstanding Alumni Lectureship Award, Tunghai University, Taiwan (2016)
- Outstanding American by Choice Recognition, U.S. Citizenship & Immigration Services (2016)

**Recent Publications (number):** 1

- “Developmental Social Work in Practice: A Community-Based Participatory Research Study. In J.S. Huang & L.C. Chen (Eds.), *Developmental Social Work in Practice: Theory and Practice*, Songhui Publications, Taiwan, pp. 17-26. (2016)
- *Special Issue: Social Policy, Communities, and Social Development. Social Development Issues*, 33.1, with Cheng, L. ed. (2011)

**Number of Theses Supervised in Last Five Years:** 2

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## CHOW, RENEE

**Name (Title):** Chow, Renee (Professor; Associate Dean for Undergraduate Programs)

**Department (Tenure Status):** Architecture (tenured)

**Education:** M.Arch. Massachusetts Institute of Technology (1992); SBAD, MIT (1988).

**Academic Experience:**

- Assistant-Associate-Professor, UC Berkeley (1993-present)
- Assistant Professor, Massachusetts Institute of Technology (1992-93)

**Overseas Experience:** China, Singapore, Vietnam, Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 20%

**Courses Taught (number):** 3; Case Studies in Architectural Design: Vertical Cities Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Intersection between architecture and its locale. Chinese historical architecture.

**Distinctions:**

- Eva Li Chair in Design Ethics, College of Environmental Design, Berkeley (2005-2010).
- AIA California Council Research and Technology Honor award (2009)

**Recent Publications (number):** 4

- “Continuity and Change: Challenging the Disposable Chinese City.” *Architectural Design* 87:5 114-121 (2017)
- “Design Catalysts for Dwelling.” *In Time + Architecture* 6 72-77 (Tongji) (2016)
- *Changing Chinese Cities: The Potentials of Field Urbanism*. National University of Singapore Press. (2015).
- “A Theory of Field Urbanism.” *Urban Design* 2:2 34-47 (Tsinghua) (2015)

**Number of Theses Supervised in Last Five Years:** 60

## CHOY, CATHERINE CENIZA

**Name (Title):** Choy, Catherine Ceniza (Professor)

**Department (Tenure Status):** Ethnic Studies (tenured)

**Education:** PhD, UCLA (1998); MA, UCLA (1993); BA, Pomona College (1991)

**Academic Experience:**

- Assistant-Full Professor, UC Berkeley (2003-present)
- Assistant Professor University of Minnesota, Twin Cities (1998-2002)

**Overseas Experience:** Philippines, Japan, Korea, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Filipino 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** 4; **Language Pedagogy:** n/a

**Research/Teaching Specialization:** Asian and Asian American history, Filipino studies, immigration history, adoption studies, nursing history

**Distinctions:**

- Organization of American Historians Distinguished Lecturer (2017)
- Distinguished Lecturer, Yonsei University, Hahidol University, Hitotsubashi University

**Recent Publications (number):** 3

- *Gendering the Trans Pacific World*, with Judy Tzu-Chun Wu. Brill (2017)
- *Global Families: A History of Asian International Adoption in America*. NYU Press (2013)
- *Empire of Care: Nursing and Migration in Filipino American History*. Duke University Press (2003).

**Number of Theses Supervised in Last Five Years:** 6

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## COOK, ALEXANDER C.

**Name (Title):** Cook, Alexander (Assistant Professor)

**Department (Tenure Status):** History (non-tenured)

**Education:** PhD, Columbia University (2007); MPhil, Columbia University (2002); MA, Columbia University (2002); BA, Brown University (1998)

**Academic Experience:**

- Assistant Professor, UC Berkeley (2009-present)
- Lecturer, Stanford University (2007-2009)
- Visiting Lecturer, Brown University (2006)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin Chinese 2; Classical Chinese 3; French 3; Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Chinese History, 1200-present

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** 20<sup>th</sup>-century Chinese history and politics

**Distinctions:**

- Humanities Fellowship, Stanford University (2007-09)
- V.K. Wellington Koo Fellowship, Weatherhead East Asian Institute (2006-07)

**Recent Publications (number):** 1

- *The Cultural Revolution on Trial: Mao and the Gang of Four*. Cambridge University Press (forthcoming 2018)
- *Mao's Little Red Book: A Global History*, ed. Cambridge University Press (2014)
- "The Spiritual Atom Bomb and its Global Fallout," Introduction to *Mao's Little Red Book: A Global History*. Cambridge University Press (2014)

**Number of Theses Supervised in Last Five Years:** 1

## CREWE, JESSICA

**Name (Title):** Crewe, Jessica (Graduate Student Instructor)

**Department (Tenure Status):** Comparative Literature; East Asian Languages and Cultures (n/a)

**Education:** PhD candidate, UC Berkeley (2007-present); MA, Harvard University (2007); BA, McGill University, Canada (2003)

**Academic Experience:**

- Graduate Student Instructor, UC Berkeley (2009-present)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 3, Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Introduction to Chinese Literature in Translation, Modern Chinese Literature

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese literature

**Distinctions:**

- Block Grant, Department of Comparative Literature, Berkeley (2013)
- Dean's Normative Time Fellowship, Berkeley (2011)
- Regent's Intern Fellowship, University of California, Berkeley, Department of Comparative Literature (2007-09)
- Joseph Fletcher Memorial Award for Excellence in an A.M. Thesis (2007)
- Harvard Grant (2005-07)

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

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## CSIKSZENTMIHALYI, MARK

**Name (Title):** Csikszentmihalyi, Mark (Professor; Marjorie Meyer Eliaser Chair of International Studies)

**Department (Tenure Status):** East Asian Languages and Cultures (tenured)

**Education:** PhD, Stanford University (1994); BA, Harvard University (1987)

**Academic Experience:**

- Professor, UC Berkeley, (2008-present)
- Assistant-Associate Professor, University of Wisconsin, Madison (2000-08)
- Assistant Professor, Davidson College, (1994-99)

**Overseas Experience:** Taiwan, China, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4, Classical Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 9; Confucius and His Critics; Pre-Han texts; Confucianism and Daoism; Seminar in Chinese Religion and Philosophy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Religions, philosophies, and cultures of early China

**Distinctions:**

- Marjorie Meyer Eliaser Chair of International Studies (2013-18)
- UW-Madison Institute for Research in the Humanities Fellow (2000-03)

**Recent Publications (number):** 1

- "Reading the Blueprints for the Pure Land: Daoist terms in the Larger Sutra and Shinran's Use of jinen 自然" in Dennis Hirota and David Matsumoto, ed. *New Approaches in Shinran Studies*. Kyoto: Hongwanji International Center (2015).
- "Early Chinese Religions" in John Hedley Brooke and Ronald L. Numbers, eds., *Science & Religion Around the World*. Oxford University Press (2011), 175-194.
- *Readings in Han Chinese Thought*. Indianapolis: Hackett Publishing Co. (2006)
- *Material Virtue: Ethics and the Body in Early China*. Leiden: Brill (2004)

**Number of Theses Supervised in Last Five Years:** 5

## DALTON, JACOB P.

**Name (Title):** Dalton, Jacob (Professor)

**Department (Tenure Status):** East Asian Languages and Cultures, Buddhist Studies (tenured)

**Education:** PhD, University of Michigan (2002); MA, University of Michigan (1995); BA, Marlboro College (1992)

**Academic Experience:**

- Assistant-Associate-Full Professor, UC Berkeley (2008-2017)
- Assistant Professor, Yale University (2005-08)
- Researcher, The British Library, (2002-05)

**Overseas Experience:** Tibet, India, Nepal, China, Great Britain

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Tibetan 4; Chinese 4; Sanskrit 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; Tibetan Buddhism

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Nyingma religious history; tantric ritual; paleography; Dunhuang manuscripts.

**Distinctions:**

- NEH Fellowship, National Endowment for the Humanities (2016)
- Guggenheim Fellowship (2014)
- Bernard S. Cohn Book Prize, Association of Asian Studies (2013)
- UC President's Faculty Fellowship in the Humanities (2011-12)

**Recent Publications (number):** 2

- *The Gathering of Intentions: A History of a Tibetan Tantra*. Columbia University Press (2016)
- *Taming of the Demons: Violence and Liberation in Tibet Buddhism*. Yale University Press (2011)
- On the Significance of the *Ārya-tattvasamgraha-sādhanaopāyikā* and Its Commentary." In Yael Bentor, ed., *Chinese and Tibetan Esoteric Buddhism*, pp. 321-327. Leiden: Brill (2017)

**Number of Theses Supervised in Last Five Years:** none at Berkeley

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## DAVEY, JACK A.

**Name (Title):** Davey, Jack (Lecturer)

**Department (Tenure Status):** International and Area Studies/Global Studies (non-tenured)

**Education:** PhD, UCLA (2014); MA, UCLA (2008); BA, Whitman College (2003)

**Academic Experience:**

- Lecturer, International and Area Studies, UC Berkeley (2014-2018)
- Korea Foundation Fellow, Center for Korean Studies, UC Berkeley (2014-2015)

**Overseas Experience:** Korea, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 4; Japanese 3; Classical Chinese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Origins of the Korean nations; History and memory in Korea and Japan; Pre-modern Korean History; Immigration and multi-culturalism in Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Korean archaeology; Korean history..

**Distinctions:**

- Professional Development Fund Grant, UC Berkeley (2016)
- Korea Foundation Fieldwork Fellowship (2013)
- Terasaki Center Fieldwork Fellowship, UCLA (2012)

**Recent Publications (number):** 2

- Ghosts and Guests: Mortuary Ritual and Social Developments in Iron Age Korea" submitted to *Antiquity* (under review)
- "Unreliable Narratives: Historical and Archaeological Sources for Early Silla" in *Seoul Journal of Korean Studies*, Seoul National University (2016)

**Number of Theses Supervised in Last Five Years:** n/a



## DAVIS, DYLAN

**Name (Title):** Davis, Dylan (Associate Director, Institute of East Asian Studies & NRC K-12 Outreach Coordinator)

**Department (Tenure Status):** Institute of East Asian Studies (n/a)

**Education:** MA candidate, Yonsei University; BS, Baldwin Wallace University (2003).

**Academic Experience:**

- Associate Director, Institute of East Asian Studies, UC Berkeley (2018-present)
- Korea Country Representative, The Asia Foundation (2015-2018)
- Mansfield Foundation Scholar, U.S.-Japan-Korea Working Group (2015-2016)
- Program Director, Center for Korean Studies, UC Berkeley (2011-2015)
- Mansfield Foundation Scholar, U.S.-Korea Scholar-Policymaker Nexus (2012-2015)

**Overseas Experience:** Korea, Japan, China, Mongolia, Vietnam, Philippines, Laos, Sri Lanka, Thailand, Cambodia, India, Nepal, Myanmar.

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Research administration, international development cooperation, international relations, communications/media relations, healthcare, e-health

**Distinctions:**

- Asia Foundation Presidential Award for performance (2017)
- UC Berkeley Spot Award for contributions to the Institute of East Asian Studies, UC Berkeley (2012 and 2015)
- Meritorious Honor Award for press support at G20 Seoul Summit, U.S. Embassy Seoul, 2011
- Franklin Award for support of disaster in Japan, U.S. Embassy Seoul, 2011

**Recent Publications (number):** 2

- Rapporteur's report as part of Aspen Institute Congressional Program visit to Japan and Korea on "America's Vital Interests in Asia: Trade, Security and Resource Interests in the Pacific" (2017)
- "Korea Marks 20 Years as OECD Member: What Do Next 20 Years Hold?" blog article published by *In Asia*, The Asia Foundation (2016)

**Number of Theses Supervised in Last Five Years:** n/a

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## DIEHL, KEILA MACKIE

**Name (Title):** Diehl, Keila (Student Academic Advisor/Lecturer; Editor)

**Department (Tenure Status):** Institute of East Asian Studies/International and Area Studies (n/a)

**Education:** PhD., UT Austin (1998); MA, UT Austin (1992); BA, Stanford University (1985)

**Academic Experience:**

- Student Academic Advisor, UC Berkeley (2014-present)
- Managing Editor, *Cross-Currents: East Asia History and Culture Review*. UC Berkeley (2010-present)
- Lecturer, UC Berkeley (2014-present)

**Overseas Experience:** France, China, Nepal

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 4, Spanish 2, Tibetan 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** 2; Introduction to Asia; Strategies for Cross-Cultural Learning.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Tibetan music and ritual life; East Asian history and culture

**Distinctions:**

- Outstanding University of Texas Dissertation Award Nomination (1999)
- University of Texas-Austin Dissertation Writing Fellowship (1996-97)

**Recent Publications (number):** 0

- "The Tibetan Diaspora," in *Encyclopedia of Popular Music of the World*, volume 2: *Locations*, Shepherd et al, eds. London: Continuum Books (2003)
- *Echoes from Dharamsala: Music in the Life of a Tibetan Refugee Community*. University of California Press (2002).

**Number of Theses Supervised in Last Five Years:** n/a

## DITTMER, LOWELL

**Name (Title):** Dittmer, Lowell (Professor)

**Department (Tenure Status):** Political Science (tenured)

**Education:** PhD, University of Chicago (1971); MA, University of Chicago (1967); BA, Utah State University (1965)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1973-present)
- Editor, *Asian Survey* (2001-present)

**Overseas Experience:** China, Hong Kong, Taiwan, Russia, Germany

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4; German 4; French 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 9; Chinese Politics, Northeast Asian Politics: Comparative Asian Politics

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Contemporary China; North and East Asian governments and politics; reform on Chinese Communist authority; a survey of patterns of informal politics in East Asia; China-Taiwan-US triangle on the contexts of East Asian regional politics

**Distinctions:**

- Visiting Research Professor, East Asian Institute, National University of Singapore (2016)
- Visiting Distinguished Research Professor, Academia Sinica, (2014)
- National Fellow, Hoover Institution, Stanford University, 1983-1984

**Recent Publications (number):** 3

- (ed.) *Taiwan and China: Fitful Embrace*, Berkeley, University of California Press (2017)
- (with Chow Bing Ngeow), eds., "Southeast Asia and China," *World Scientific* (2017)
- (with Maochun Yu), eds., *Routledge Handbook of Chinese Security*, New York, Routledge (2015)
- (ed.), "Burma or Myanmar: The Struggle for National Identity," *World Scientific* (2010)

**Number of Theses Supervised in Last Five Years:** 4

## DONNELLY, DAMIEN

**Name (Title):** Donnelly, Damien (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, San Francisco State University, BA, UC Berkeley

**Academic Experience:**

- Lecturer, UC Berkeley, 2009-present)

**Overseas Experience:** China, Taiwan, Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4.

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4

**Language Pedagogy:** Chinese language, beginning levels. Immersion and SLA.

**Research/Teaching Specialization:** Chinese Language

**Distinctions:** n/a

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

## EAU, JAY

**Name (Title):** Eau, Jay [Jaeson Oh] (Lecturer)

**Department (Tenure Status):** Global Studies (non-tenured)

**Education:** PhD, Berkeley (2001), MA, Berkeley (1998), BA, Rensselaer Polytechnic (1994)

**Academic Experience:**

- Lecturer, UC Berkeley, 2011-2012, 2016
- Research Professor, Institute for Far Eastern Studies, Korea (2003-present)

**Overseas Experience:** Korea, Australia, Kenya

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5, Indonesian 3, Dutch 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Special Topics: Korea; Asian Political Economy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Asian political economy; Korea-Indonesia relations; Fair trade in Asia

**Distinctions:**

- Dissertation Fellowship, Wenner-Gren Foundation (2000)

**Recent Publications (number):** 1

- “On Commerce” in Roberto Gonzalez and Rachael Stryker, eds., *Up, Down and Sideways*. Berghahn Books (2016)

**Number of Theses Supervised in Last Five Years:** n/a

## EICHENGREEN, BARRY

**Name (Title):** Eichengreen, Barry (Professor)

**Department (Tenure Status):** Economics and Political Science (tenured)

**Education:** PhD, Yale University (1979); MA, Yale University (1978); MPhil, Yale University (1977); MA, Yale University (1976); BA, UC Santa Cruz (1974)

**Academic Experience:**

- George C. Pardee and Helen N. Pardee Professor, UC Berkeley (1999-present); John L. Simpson Professor, UC Berkeley (1994-99); Professor, UC Berkeley (1986-94)
- Assistant-Associate Professor, Harvard University (1980-86)

**Overseas Experience:** Europe, Asia (Korea, China), Latin America

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):**

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 4; World Economy in the 20<sup>th</sup> Century. Korean and Chinese economy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Asian integration and development; exchange rates and financial markets; impact of China on the international financial system; IMF policy

**Distinctions:**

- Huang Lian Award, Stanford University (2016)
- Honorary Fellow, Cliometric Society (2013)
- Sloan Foundation Grant for Committee on International Monetary Policy and Reform (2010-14)

**Recent Publications (number):** 4

- *Hall of Mirrors: The Great Depression, the Great Recession, and the Uses — and Misuses — of History*, Oxford University Press (2015)
- *The Korean Economy: From a Miraculous Past to a Sustainable Future* with Wonhyuk Lim, Yung Chul Park & Dwight H. Perkins. Harvard University Asia Center (2014)
- “Special Issue: Coping with Economic Volatility,” *International Economic Journal* (2016)
- “The Great Depression and the Great Recession in a Historical Mirror,” in *Confronting Policy Challenges of the Great Recession, Lessons for Macroeconomic Policy Using History as a Guide*, Upjohn Institute (2017)

**Number of Theses Supervised in Last Five Years:** 5

## ELFORD, CHRISTOPHER

**Name:** Christopher Elford (PhD student and Graduate Student Instructor)

**Department:** East Asian Languages and Cultures (non-tenured)

**Education:** MA, University of Oregon (2015) BA, Southwestern University (2009)

**Academic Experience:** Graduate Student Instructor, UC Berkeley (2015-present)

**Overseas Experience:** China

**Language Proficiency:** Mandarin Chinese 5, Classical Chinese 4, French 4, Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Ancient and Medieval Chinese Literature, Modern Chinese Literature, Contemporary Chinese Novel, Chinese Cinema, Chinese Language

**Language Pedagogy:** First-year Chinese

**Research/Teaching Specialization:** Chinese literature of the third through the eleventh centuries, with an emphasis on poetry, poetics, calligraphy, and material culture

**Distinctions:**

- 2015 Recipient of the Mellon-Berkeley Fellowship (2015-20)
- John Score Award, Southwestern University(2006-08)

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

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## FALLY, THIBAUT

**Name (Title):** Fally, Thibault (Assistant Professor)

**Department (Tenure Status):** Agricultural and Resource Economics (non-tenured)

**Education:** PhD, Paris School of Economics (2009); MA, Analyse et Politique Economiques, France (2005); BA Ecole Normale Supérieure, Paris (2002)

**Academic Experience:**

- Assistant Professor, UC Berkeley (2013-present)
- Assistant Professor, University of Colorado, Boulder (2009-13)

**Overseas Experience:** France, Romania, Singapore

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 5, English 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; International Trade

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International trade and investment, economic development

**Distinctions:** EHESS Graduate Fellowship (2005-2008); Harvard-ENS Exchange Fellowship (2004-2005)

**Recent Publications (number):** 2

- “Structural Gravity and Fixed Effects” in the *Journal of International Economics*, Vol. 97 (2015), pp. 76-85.
- “Foreign Entry and Spillovers with Technological Incompatibilities in the Supply Chain” with Juan Carluccio, in *Journal of International Economics*, Vol. 90.1 (2013), pp. 123-135.
- “Global Sourcing under Imperfect Capital Markets” with Juan Carluccio, in *Review of Economics and Statistics*, Vol. 94 (2012).

**Number of Theses Supervised in Last Five Years:** n/a

## FENG, XIANGJUN

**Name (Title):** Xiangjun Feng (PhD Student and Graduate Student Instructor)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD student, UC Berkeley (2014-present); MPhil, The Chinese University of Hong Kong (2013); BA, Peking University (2011)

**Academic Experience:**

- Graduate Student Instructor, UC Berkeley (2016).
- Teaching Assistant, The Chinese University of Hong Kong (2011-2013).

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 5, English 4, Japanese 2.

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 2

**Language Pedagogy:** Chinese

**Research/Teaching Specialization:** Chinese language and literature.

**Distinctions:**

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

## FLETCHER, LAUREL

**Name (Title):** Fletcher, Laurel (Clinical Professor of Law)

**Department (Tenure Status):** Boalt School of Law (tenured)

**Education:** J.D. Harvard Law School (1990); BA, Brandeis University (1986).

**Academic Experience:**

- Clinical Professor of Law, and Director, International Human Rights Center, UC Berkeley (2005-present)
- Acting Clinical Professor of Law and Director, IHRC (2003-2005)

**Overseas Experience:** India, China, Haiti, Sri Lanka

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** German 3, Spanish 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 4; International Human Rights Seminar; International Human Rights Law Clinic; International Human Rights Law; Transnational Legal Ethics and Practice

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International human rights

**Distinctions:**

- Sri Lankan Fulbright Commission Lecturer (2003)
- Fulbright Senior Specialist Candidate (Law) (2002).

**Recent Publications (number):** 4

- “International Criminal Law and the Subordination of Emancipation: The Question of Legal Hierarchy in Transnational Justice” in *Oxford Handbook of International Criminal Law*, Kevin Heller, et al, eds., Oxford University Press (forthcoming)
- “The Cumulative Effect: A Medico-Legal Approach to United States Torture Law and Policy” in *Torture and its Definitions in International Law: An Interdisciplinary Approach*, M Basoglu ed. Oxford Press (2017)
- “Transitional Justice and the “Plight” of Victimhood” in *Research Handbook on Transitional Justice*. Cheryl Lawther, Luke Moffett, et al, eds. (2017)

**Number of Theses Supervised in Last Five Years:** 4

## FREDE, VICTORIA

**Name (Title):** Frede, Victoria (Associate Professor)

**Department (Tenure Status):** History (tenured)

**Education:** PhD., UC Berkeley (2002); MPhil., University of London (1996); BA, Cambridge University (1993)

**Academic Experience:**

- Associate Professor, UC Berkeley (2012-present)

**Overseas Experience:** Britain

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** n/a

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; Imperial Russia: From Peter the Great to the Russian Revolution; Foodways: A Global History

**Language Pedagogy:**

**Research/Teaching Specialization:** Imperial Russia; late eighteenth and nineteenth centuries; World History

**Distinctions:**

**Recent Publications (number):** 0

- *Doubt, Atheism, and the Nineteenth-Century Russian Intelligentsia*. Madison: University of Wisconsin Press (2011)
- "Radicals and Feeling: the 1860s" in Mark Steinberg and Valeria Sobol, ed. *Interpreting Emotions in Russia and Eastern Europe*: 62-81. DeKalb: Northern Illinois University Press (2011)

**Number of Theses Supervised in Last Five Years:** 4

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## GOLD, THOMAS B.

**Name (Title):** Gold, Thomas (Professor)

**Department (Tenure Status):** Sociology (tenured)

**Education:** PhD, Harvard University (1981); MA, Harvard University (1980); BA, Oberlin College (1970)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1981-Present)
- Director, Inter-University Program in Chinese Language Studies (2003-2016)

**Overseas Experience:** China, Taiwan, Japan, South Korea, Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4, Japanese 2, French 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 10; Chinese Society and Film; Contemporary Chinese Society; Taiwanese Society; Hong Kong Society; Chinese Society and Media

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese civil society; entrepreneurship; modernization and development; globalization social change in Taiwan

**Distinctions:**

- National Science Foundation, with Christopher Sullivan (2009)
- Distinguished Teaching Award, Division of Social Sciences, College of Letters and Science (2007)

**Recent Publications (number):** 2

- *Remaking Taiwan: Society and the State Since the End of Marshal Law* (forthcoming Cambridge University Press, 2019).
- "Complex Characters: Relearning Taiwan" in *Mobile Horizons: Dynamics Across the Taiwan Straits*. Wen-hsin Yeh, ed. Institute of East Asian Studies Press, UC Berkeley (2012).
- *Laid-Off Workers in a Workers' State: Unemployment with Chinese Characteristics*, edited with William J. Hurst, Jaeyoun Won and Li Qiang. Palgrave MacMillan (2009)
- "Taiwan in 2008: My Kingdom for a Horse," *Asian Survey*, XLIX.1 (January/February 2009), 88-97

**Number of Theses Supervised in Last Five Years:** 5

## GOURINCHAS, PIERRE-OLIVIER

**Name (Title):** Gourinchas, Pierre-Olivier (Professor)

**Department (Tenure Status):** Economics (tenured)

**Education:** PhD., Massachusetts Institute of Technology (1996); Diplome d'Ingenieur, Ecole Nationale des Ponts et Chaussees (1993); Diplome d'Etudes Approfondies, Ecole des Hautes Etudes en Sciences Sociales (1991)

**Academic Experience:**

- Professor, UC Berkeley (2010-present)
- Assistant-Associate Professor, UC Berkeley (2003-2010)

**Overseas Experience:** France, Britain

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 3; International monetary economics; international economics; international trade and finance

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** international economics

**Distinctions:**

- Center for Equitable Growth, grant on “Consumption inequality, Income Inequality and Global Imbalances” (with M. Obstfeld) (2011)
- International Growth Center grant on “External Volatility and Macro Insurance” (with E. Farhi) (2011-12)

**Recent Publications (number):** 7

- “The Fundamental Structure of the International Monetary System, in *Rules for International Monetary Stability*, Bordo and Taylor, eds. Hoover Institution Press (2017)
- “Monetary Policy Transmission in Emerging Markets: An Application to Chile” in *Series on Central Banking, Analysis and Economic Policy*, vol XX, Banco Central de Chile (2017)
- “Brexit: Whither the Pound?” (with Galina Hale), San Francisco Federal Reserve Economic Letter (2017)

**Number of Theses Supervised in Last Five Years:** 4

## GRABURN, NELSON

**Name (Title):** Graburn, Nelson (Professor Emeritus)

**Department (Tenure Status):** Anthropology (tenured, Emeritus)

**Education:** PhD, University of Chicago (1963); MA, McGill University (1960); BA, Cambridge University (1958)

**Academic Experience:**

- UC Berkeley, Professor Emeritus (2007-present)
- Invited lecturer, Zhejiang Univ., Zhejiang Univ. of Technology, Sun Yat-Sen Univ., China (2016-18)
- Dissertation supervisor and Oral Examiner, PHD, Freien Universitat, Berlin (2015)

**Overseas Experience:** China & Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Inuktitut 4, French 4, Japanese 3, German 1, Portuguese 1, Spanish 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 3; Seminar on Tourism Art and Modernity

**Research/Teaching Specialization:** Tourism, Heritage, Museums, Art, Multiculturalism in Japan, China and N. North America, E Europe.

**Distinctions:**

- Co-organizer & keynote speaker, Tourism Summit Conference, Sun Yat-Sen University (2018)
- Keynote speaker, Musée Quai Branly, Paris (2018)

**Recent Publications (number):** 5

- *Tourism Imaginaries: Anthropological Approaches*. London: Berghahn C. (2016)
- *Tourism Imaginaries at the Disciplinary Crossroads: Places, Practices, Media*, co-edited with Maria Gravari-Barbas and Nelson Graburn (eds.) London: Routledge (2016)
- “人类学视野下的少数民族旅游与遗产：中国和西方的比较研究” [Anthropological Visions of Ethnic Tourism and Heritage: China and the West]. *Journal of Blaise College* (Guangxi) (2016)

**Number of Theses Supervised in Last Five Years:** 3

## HABU, JUNKO

**Name (Title):** Habu, Junko (Professor)

**Department (Tenure Status):** Anthropology (tenured)

**Education:** PhD, McGill University (1996); MA, Keio University, Japan (1984); BA, Keio University, Japan (1982)

**Academic Experience:**

- Assistant Professor - Professor, UC Berkeley (1996-present)
- Lecturer, McGill University (1994-95)

**Overseas Experience:** Japan, Korea, China, Canada

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 75%

**Courses Taught (number):** 6; Archaeology of East Asia; Anthropology of Japan; Current Issues in East Asian Archeology.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** East Asian archaeology and anthropology; Prehistoric Jomon archaeology in Japan; Hunter-gatherers and small-scale economies; Historical ecology; Human-environmental dynamics; Climate change, Local and global environmental issues; Sedentism, Landscape archaeology, Nationalism and colonialism; Ceramic analysis

**Distinctions:**

- Project leader: Full research, Research Institute for Humanity & Nature: Long-term Sustainability through Place-based, Small-scale Economies: Approaches from Historical Ecology, Kyoto, Japan (2014-17)

**Recent Publications (number):** 6

- Habu, J., John W. Olsen and Peter V. Lape (eds.). *Handbook of East and Southeast Asian Archaeology*. Springer, New York (2017)
- Habu, J. *Ancient Jomon of Japan, Korean Translation*. 346pp. Sahoipyoungnon Academy, Seoul. (2016)
- Matsubayashi, J., Y. Saitoh, Y. Osaka, Y. Uehara, J. Habu, T. Sasaki and I Tayasu. "Incremental analysis of vertebral centra can reconstruct the stable isotope chronology of teleost fishes" in *Methods in Ecology and Evolution* 2017: pp. 1-9. (2017)

**Number of Theses Supervised in Last Five Years:** 5

## HASEGAWA, YOKO

**Name (Title):** Hasegawa, Yoko (Professor)

**Department (Tenure Status):** East Asian Languages and Cultures (tenured)

**Education:** PhD, UC Berkeley (1992); MA, UC Berkeley (1986); BA, UC Berkeley (1984)

**Academic Experience:**

- Professor, UC Berkeley (2011-present)
- Assistant-Associate Professor, UC Berkeley (1993-2011)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5; French 3; Khmer 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; History of the Japanese Language; Introduction to Japanese Linguistics; Japanese-Language and thought; Japanese-Translation: Theory and Practice

**Language Pedagogy:** PhD in Linguistics, annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Japanese linguistics

**Distinctions:**

- Graduation with *Highest Distinction* in General Scholarship, *Highest Honors* in Linguistics, and the *Linguistics Departmental Citation* UC Berkeley

**Recent Publications (number):** 5

- "Sansō moderu ni yoru hitorigoto no bunseki" [A study of soliloquy in the Three-Tier Model]. In Yukio Hirose, (eds.), *Sansō moderu de mietekuru gengo no kinō to shikumi*, 26-43. Tokyo: Kaitakusha. (2017)
- "Translation: A Theoretical Perspective" in Masahiko Minami (ed.), *Handbook of Japanese Applied Linguistics*, pp. 415-440. Berlin: De Gruyter Mouton (2016)
- "On the universality of frames: Evidence from English-to-Japanese translation" (with Russell Lee-Goldman and Charles J. Fillmore) in Martin Hilpert and Jan-Ola Östman (eds.), *Constructions across Grammars*, 35-66. Amsterdam: John Benjamins. (2016). [Reprinted from *Constructions and Frames* 6:2.]

**Number of Theses Supervised in Last Five Years:** 2



## HE, JIANYE

**Name (Title):** He, Jianye (Chinese Librarian)

**Department (Tenure Status):** East Asian Library (n/a)

**Education:** MLS, State University of New York, Albany (2004); MA, Nanjing University, China (1997); BA, Nanjing University, China (1992)

**Academic Experience:**

- Librarian, C.V. Starr East Asian Library, UC Berkeley (2005-present)
- Assistant Librarian, State University of New York, Albany (2005)
- Chinese Language Instructor, University at Albany (2002-04)

**Overseas Experience:** China, South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5; Korean 4; Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 60-70%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Comparative Studies on Classic Chinese & Korean Literature, Bibliographic Studies, Library Science

**Distinctions:**

- CEAL (Council on East Asian Libraries, U.S.), Committee of Chinese Materials, member (2017-19)
- CALA (Chinese American Librarians Association, U.S.), CALA Board of Directors, member (2016-18)
- SCSL (Society for Chinese Studies Librarians, U.S.), Board of Directors, member (2016-18)

**Recent Publications (number):** 2

- “北美的明代小说翻译与研究概述”，《济南大学学报》，2017年第2期。“Translation and Research Ming Novel in North America: An Overview”. *Journal of Jinan University*. Issue no.2. (2017)
- “A New Study on Yan Shu’s Poems and Xikun Style,” *Journal of Society for Chinese Studies Librarians*, Vol. 4. (2014)
- **Number of Theses Supervised in Last Five Years:** n/a

## HIMELSTEIN, DANIEL

**Name (Title):** Himelstein, Daniel (Lecturer, Continuing)

**Department (Tenure Status):** Haas School of Business (non-tenured)

**Education:** MSc, Long School of Economics and Political Science (1988); BS, UC Berkeley (1983)

**Academic Experience:**

- Lecturer, UC Berkeley (1998-present)
- Executive Associate Dean, University of San Francisco (2006-07)
- Associate Vice Provost for Academic Planning and Facilities, UC Berkeley (2005-06)

**Overseas Experience:** Japan, China, Taiwan, Hong Kong, Singapore, So. Korea, Mexico, Ghana, Israel, Great Britain

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Spanish 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; Introduction to International Business, International Consulting

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International business, entrepreneurship, global business, communications

**Distinctions:**

- Executive Director, Haas Undergraduate Program, UC Berkeley (1998-2006)

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

## HOHLIOS, STEPHANIE

**Name (Title):** Hohlios, Stephanie (GSI, PhD candidate)

**Department (Tenure Status):** History of Art (non-tenured)

**Education:** BS, BA, MA (2), University of Utah; PhD candidate, UC Berkeley (2021)

**Academic Experience:**

- GSI, UC Berkeley (2017)
- Associate (adjunct) instructor, University of Utah (2011-13)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4, French 2, Italian 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International business, entrepreneurship, global business.

**Distinctions:**

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

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## HOLLOWAY, SUSAN

**Name (Title):** Holloway, Susan (Professor)

**Department (Tenure Status):** Graduate School of Education (tenured).

**Education:** PhD Stanford University (1983); EdS Stanford University (1981); BA UC Santa Cruz (1976).

**Academic Experience:**

- Assistant-Professor UC Berkeley 2005-present
- Visiting Associate Professor, Harvard School of Education (2003-04).
- Assistant-Associate Professor, University of Maryland College Park (1985-2002).

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** 4

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Families and schooling within the United States and Japan.

**Distinctions:**

- Fulbright Scholar, Japan (1994)
- Visiting Scholar, Institute for Gender Studies, Ochanomizu University, Tokyo

**Recent Publications (number):** 4

- “Parental engagement in children’s motivation: Motivating factors in Japan and the U.S.” with Yamamoto, Y. and Suzuki, S. *School Community Journal*, 26, pp. 29-50 (2016)
- “Parenting self-efficacy and parental involvement: Mediators or moderators between socioeconomic status and children’s academic competence in Japan and Korea?” with Campbell, E. J., Kim, S., Suzuki, S., Wang, Q., Iwatate, K., & Baak, S.Y. *Research in Human Development* 13, pp. 258-272. (2016)
- **Number of Theses Supervised in Last Five Years:** 3

## HORTON, H. MACK

**Name (Title):** Horton, Mack (Professor)

**Department (Tenure Status):** East Asian Languages and Cultures (tenured)

**Education:** PhD, UC Berkeley (1989); MA, Harvard University (1981); BA, Williams College (1973)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1989-present)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4; Classical Japanese 4; Classical Chinese 3; French (reading) 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 10; *Man'yôshû* Poetry; Japanese Classical Poetry and Prose; Japanese Linked Verse (*Renga*); Japanese Diary Literature; *The Tale of Genji*; Japanese Bibliography; Pre-Modern Japanese Literature in Translation; Classical Japanese Poetry: *Man'yôshû*; Classical Japanese Diary Literature; Japanese Historical Documents (*kanbun*)

**Language Pedagogy:** Third year Japanese

**Research/Teaching Specialization:** Premodern Japanese literature, particularly poetry and diary literature, from the perspectives of performativity, cultural context, poetics, and translation.

**Distinctions:**

- Guggenheim Fellowship (2016)
- Berkeley Distinguished Teaching Award, 2004
- National Endowment for the Humanities Summer Fellowship for University Teachers, 2002
- One of sixteen scholars at Berkeley featured in *Framing the Questions: New Visions from the Arts and Humanities* at Berkeley, 2000

**Recent Publications (number):** 6

- *The Rhetoric of Death and Discipleship in Premodern Japan: Sôchô's The Death of Sôgi and Kikaku's The Death of Master Bashô*. Japan Research Monograph series. Institute of East Asian Studies, UC Berkeley, Berkeley (forthcoming)
- "Man'yôshû." A chapter for *The Cambridge History of Japanese Literature*, pp. 50-85. Ed. Haruo Shirane and Tomi Suzuki, with David B. Lurie. University of Cambridge Press, Cambridge (2016)

**Number of Theses Supervised in Last Five Years:** 10

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## HSING, YOU-TIEN

**Name (Title):** Hsing, You-Tien (Professor; Pamela P. Fong Family Distinguished Chair in China Studies)

**Department (Tenure Status):** Geography (tenured)

**Education:** PhD, UC Berkeley (1993).

**Academic Experience:**

- Associate Professor-Professor, UC Berkeley (2001-present)
- Assistant-Associate Professor, University of British Columbia (1992-2001)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; Geography of development in East Asia; Economic development in China; Political development in East Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** The political economy of development in East Asia, especially China; the question of power in its various expressions and scales in the process of social, cultural, spatial and economic change.

**Distinctions:** Pamela P. Fong Family Distinguished Chair in China Studies (2012)

**Recent Publications (number):** 5

- "Social entrepreneurialism and social media in post-developmental state Taiwan," in Lowell Dittmer ed., *Taiwan and China: Fitful Embrace*, University of California Press. pp 175-196 (2017)
- "China and East Asia Development" in Harm J. de Blij et al eds., *The World Today: Concepts and Regions in Geography*, 7th edition. Wiley (2015)
- "Policies, land use, and water resource management in an arid oasis ecosystem," *Environmental Management*, published online March 5, 2015. Co-authored with Xian Xian, Jie Liao, Cuihua Huang, and Famin Liu.

**Number of Theses Supervised in Last Five Years:** 8

## IMAGAWA, KAYOKO

**Name (Title):** Imagawa, Kayoko (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, San Francisco State University (2004); BA, Saga University, Japan (2002)

**Academic Experience:**

- Lecturer, UC Berkeley (2006-present)
- Instructor, Castilleja School, Palo Alto (2003-2006)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; Japanese Language (Elementary, Intermediate, Advanced)

**Language Pedagogy:** MA in Teaching Japanese as a Foreign Language; annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Japanese language

**Distinctions:** n/a

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

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## JESSUP, J. BROOKS

**Name (Title):** Jessup, Brooks (Lecturer)

**Department (Tenure Status):** History (non-tenured)

**Education:** PhD, UC Berkeley (2010); MA, UC Berkeley (2004); BA, Hamilton College (1999)

**Academic Experience**

- Visiting Lecturer, UC Berkeley (2017-2018)
- Postdoctoral Fellow, Free University of Berlin (2013-2017)

**Overseas Experience:** China, Taiwan, Germany

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 4, Japanese 2, German 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 3; Modern Chinese History

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Modern China, urban history, religious history

**Distinctions:**

- Postdoctoral Fellowship in Chinese Studies, Free University of Berlin (2013-2017)
- Residential Faculty Research Grant, UC Berkeley (2011-2012)
- Charlotte W. Newcombe Doctoral Dissertation Fellowship (2008-2009)

**Recent Publications (number):** 3

- *Recovering Buddhism in Modern China* with Jan Kiely, Columbia University Press (2017)
- “Rethinking Urbanization in Modern Chinese History.” Review of *Urbanizing China in War and Peace: The Case of Wuxi County* by Toby Lincoln. *Berlin East Asia Review* (2017).
- “Beyond Ideological Conflict: Political Incorporation of Buddhist Youth in the Early PRC.” *Frontiers of History in China* 7:4: 551-581. (2012).

**Number of Theses Supervised in Last Five Years:**

## JONES, ANDREW F.

**Name (Title):** Jones, Andrew (Professor; Louis B. Agassiz Professor of Chinese)

**Department (Tenure Status):** East Asian Languages and Cultures (tenured)

**Education:** PhD, UC Berkeley (1997); MA, UC Berkeley (1993); BA, Harvard College (1991)

**Academic Experience:**

- Assistant-Professor (1999-present)
- Chair, Center for Chinese Studies (2008-2014)
- Assistant Professor, University of Washington (1997-99)

**Overseas Experience:** China, Hong Kong, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4.5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 12; Contemporary Chinese Literature; Popular Culture in Twentieth Century China

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Modern Chinese social thought; contemporary culture

**Distinctions:**

- Visiting Scholar, École des Hautes Études en Sciences Sociale (EHESS), Paris, (2017)
- John Simon Guggenheim Memorial Foundation Fellow (2015-16)
- University of California President's Faculty Research Fellowship in the Humanities (2015-16)
- TUSA (Top University Strategic Alliance) Short Term Teaching Fellowship in Taiwan, Graduate Institute of Musicology, National Taiwan University (2014-15)

**Recent Publications (number):** 8

- "Tom Davenport and Taiwan in the 1960s" (Dai Wenbo yu 1960 niandai Taiwan). Trans. Shih-lun Chang. *Art Critique in Taiwan [ACT]* 70, (2017)
- "1932: Hei Ying's 'Pagan Love Song'" in David Der-wei, ed., *A New Literary History of Modern China*. (Cambridge, MA: Harvard University Press, (2017)
- "Circuit Listening: Grace Chang and the Dawn of the Chinese 1960s," in Ronald Radano & Tejumola Olaniyan, eds., *Audible Empire: Music, Global Politics, Critique*. (Durham, NC: Duke University Press, (2016)

**Number of Theses Supervised in Last Five Years:** 6

## JOSKOVICH, EREZ

**Name (Title):** Joskovich. Erez (Shinjo Ito Post-Doctoral Fellow & Lecturer)

**Department (Tenure Status):** Center for Japanese Studies (non-tenured)

**Education:** PhD, Tel Aviv University (2014); MA, Tel Aviv University (2007); BA, Tel Aviv University (2003)

**Academic Experience:**

- Post-Doctoral Fellow & Lecturer (2016-present)
- Adjunct Faculty, Tel Aviv University (2014-16)
- Teaching Fellow, Tel Aviv University (2012-14)

**Overseas Experience:** Israel, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Hebrew-5; English-4; Japanese-4; Classical Chinese-3; Spanish-3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Japanese Buddhism; Religion in Japan

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Intellectual and religious history of Chan/Zen Buddhism, with a particular focus on the development of Japanese Zen from the 18<sup>th</sup> century to the present

**Distinctions:**

- Shinjo Ito Post-doctoral Fellowship in Japanese Buddhism, UC Berkeley (2016)
- Japan Foundation Fellowship (2011-12)

**Recent Publications (number):** 3

- "From Vimalakirti to Salaryman: Tradition, Adaptation, and the Invention of Lay Zen in Japan," (forthcoming)
- "Zen in a Secular Age: The Development of the Laypeople Zen Narrative" in Sharma A., (ed.), *Buddhism in East Asia: Aspects of History's First Universal Religion Presented in the Modern Context*, 215-231. Delhi: Vidyandhi Prakashan. (2012)

**Number of Theses Supervised in Last Five Years:** n/a

## KAMBARA, WAKAE

**Name (Title):** Kambara, Wakae (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, San Francisco State University (1994); MA, Tokyo University (1974); BA, Tokyo Women's Christian University (1972)

**Academic Experience:**

- Lecturer, UC Berkeley (1994-present)
- FLAS Japanese language assessor (2008-2018)
- Instructor, University of San Francisco (1994)

**Overseas Experience:** Japan, France (1975-77); United Kingdom (1991-93)

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Japanese language

**Language Pedagogy:** MA in Teaching Japanese as a Foreign Language; Certified OPI Tester Certificate; annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Japanese language instruction

**Distinctions:**

- BLC Fellowship for *Teaching Japanese Pragmatic Competence using Film Clips* 2011.
- BLC Fellowship for *A Supplementary Reading Course in Japanese* in spring 2006

**Recent Publications (number):** 0

- "Teaching Japanese pragmatic competence using film clips," in *L2 Journal*, Vol. 3.2, (2011), 144-57
- Co-authored with Yoko Hasegawa "Literacy in the Foreign Language Curriculum: A Supplementary Grammar Course for Intermediate Japanese Instruction" in *Japanese Language and Literature* 42, (2008), 95-122

**Number of Theses Supervised in Last Five Years:** n/a

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## KARRAS, ALAN L.

**Name (Title):** Karras, Alan L. (Senior Lecturer)

**Department (Tenure Status):** International and Area Studies (non-tenured, but with security of employment)

**Education:** PhD., University of Pennsylvania (1988); MA, University of Pennsylvania (1986); MA, The Johns Hopkins University (1983); BA, The John Hopkins University (1983)

**Academic Experience:**

- Associate Director, International and Area Studies Academic Programs, UC Berkeley (2010-present)
- Senior Lecturer, UC Berkeley (2008-present)
- Lecturer, UC Berkeley (1996-2007)

**Overseas Experience:** Bahamas, Great Britain, China, Korea, France

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 10; Rogues, Scoundrels, and Pirates; Issues in Contemporary Political Economy; Survey of World History; Theory and Method in International and Area Studies, Issues in Contemporary Political Economy.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** world history; empire and independence

**Distinctions:**

- Distinguished Service Award, Division of Social Sciences (2016)
- Princeton Review, Top 300 Professors (2011)

**Recent Publications (number):** 3

- *Worlds Together, Worlds Apart*, lead media author for all editions (2015, 2017)
- "Global Cultural History," with Jerry Bentley and Karen Jolly, in *Architects of World History*. Blackwell (2013)
- *Smuggling: Contraband Corruption in World History*, Rowman and Littlefield. (2012)

**Number of Theses Supervised in Last Five Years:** 5

## KEBLINSKA, JULIA

**Name (Title):** Julia Keglinska (PhD Candidate)

**Department (Tenure Status):** East Asian Languages & Cultures (non-tenured)

**Education (include years):** BSFS, Georgetown University (2008); MA, Columbia University (2012); PhD candidate, UC Berkeley with expected graduation in 2020

**Academic Experience:**

- GSI, UC Berkeley (2015-17)

**Overseas Experience:** Taiwan

**Language Proficiency:** Mandarin - 4, Korean - 3, Japanese -2, Polish - 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 90%

**Courses Taught (number):** 3; Introduction to Modern Chinese Literature and Culture

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese film and media, East Asian film and media cultures, Socialist film and media

**Distinctions:**

- Blakemore Fellowship (2017-2018)
- Outstanding Graduate Student Instructor Award, UC Berkeley (2016)
- Foreign Language and Area Studies AY Fellowship (Japanese) (2015-16)

**Recent Publications (number):** 1

- “Technological Nostalgia: Touching the Past” in *Reply 1994.* *Journal of Japanese and Korean Cinema* vol. 9: pp. 124-140 (2017)

**Number of Theses Supervised in Last Five Years:** n/a

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## KIM, MINSOOK

**Name (Title):** Kim, Minsook (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, University of Wisconsin-Milwaukee, Milwaukee, WI (2007); MA, University of Milwaukee-Wisconsin, (2003); BA, Ajou University, Suwon, South Korea (2001)

**Academic Experience:**

- Lecturer, UC Berkeley (2007-present)
- Miscellaneous Lecturer (TC 1650), Berkeley Language Center, UC Berkeley (2009 & 2015)
- Guest Lecturer, UC Berkeley (Fall 2012)

**Overseas Experience:** Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5, French 2, Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5

**Language Pedagogy:** Korean language.

**Research/Teaching Specialization:** Second language acquisition, second language phonology, Typological universals in SLA

**Distinctions:**

- Berkeley Language Center Lecturer Fellowship, UC Berkeley (2010)
- UC Consortium for Language Learning and Teaching Travel Grant, Harvard University (2008)
- Korea Foundation, Korea Int'l Trade Association and the Korea Tourism Organization Grants for Korean cultural events (2006)

**Recent Publications (number):** 2

- “Hyperarticulated Production of Korean glides by Age Group,” *Proceedings of Interspeech 2016: International Conference on Spoken Language Processing*, pp. 1007-1010 (2016)
- “A Phonetic Study of Korean Glides: Filling the Gap Between Textbook and Reality” presentation at the 21<sup>st</sup> annual American Association of Teachers of Korean (AATK), Atlanta, GA (2016).

**Number of Theses Supervised in Last Five Years:** n/a

## KNICKERBOCKER, NORIKO

**Name (Title):** Knickerbocker, Noriko (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, California State University, Chico (1989); BA, Waseda University, Tokyo, Japan (1980)

**Academic Experience:**

- Lecturer, UC Berkeley (2008-present)
- Visiting Lecturer, University of Evansville, Indiana (2006)
- Lecturer, UC San Diego (1991-2003); California State University, Chico (1989-91); UC Davis (1991)
- Instructor, Butte Community College (1989-90)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Japanese Language (Elementary, Intermediate, Advanced)

**Language Pedagogy:** MA in Education with focus on teaching foreign language and linguistics; annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Japanese language; language teaching using technological aids and media.

**Distinctions:** n/a

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## KO, KIJOO

**Name (Title):** Ko, Kijoo (Lecturer; Coordinator of the Korean Language Program)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, University of Illinois, Urbana-Champaign (1997); MA, University of Illinois, Urbana-Champaign; BA, Yonsei University, Seoul, South Korea

**Academic Experience:**

- Coordinator, Korean Language Program, UC Berkeley (Lecturer, UC Berkeley (2002-present)
- Senior lecturer, Korean Program Director, University of Chicago (1999-2001)

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5; Japanese 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Korean Language (Elementary, Intermediate, Advanced Korean, 4<sup>th</sup> year, 5<sup>th</sup> year)

**Language Pedagogy:** PhD in Linguistics; National Foreign Language Research Center '95 Summer Institute on "Technology & the human factor in foreign language education," University of Hawaii (1995); annual Berkeley Language Center and AATK pedagogical training, developed EALC Korean proficiency test (2013, 2018); multi-media resources for Korean (2013); OPI training (2015).

**Research/Teaching Specialization:** Bilingualism; second language acquisition; teaching Korean as a foreign language; language pedagogy; CALL (computer aided language learning).

**Distinctions:**

**Recent Publications (number):** 2

- Developing Korean LFLFC (Library of Foreign Language Film Clips) (2015-Present)
- *College Korean (revised edition)*. UC Press, forthcoming (2019).
- National Standard Curriculum Development: Levels 5 & 6, AATK (American Association of Teachers of Korean), (2012-Present)
- Collecting multimedia materials for upper level classes, UC Berkeley (2013)

**Number of Theses Supervised in Last Five Years:** n/a



## KWAN, SANSAN

**Name (Title):** Kwan, SanSan (Associate Professor)

**Department (Tenure Status):** Theater, Dance, and Performance Studies (non-tenured)

**Education:** PhD., New York University (2003); MA, New York University (1996); BA, UC Berkeley (1992)

**Academic Experience:**

- Associate Professor, UC Berkeley (2011-present)
- Assistant Professor, Cal State LA (2004-11)
- Visiting Assistant Professor, UC Riverside (2008-10)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 2; Performing and writing

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Critical dance studies, transnational Asian American studies, theories of space and kinesthesia, and interculturalism.

**Distinctions:**

- Mellon Project Grant for Associate Professors in the Humanities (2015-16)
- Humanities Research Fellowship, UC Berkeley (2014)
- Institute of East Asian Studies Faculty Research Grant, UC Berkeley (2013-14)
- Center for Chinese Studies Faculty Research Grant, UC Berkeley (2012-13)

**Recent Publications (number):** 2

- “Even as We Keep Trying: An Ethics of Interculturalism in Jérôme Bel’s *Pichet Klunchun and Myself*.” *Theatre Survey* 55.02, pp. 185-201 (2014)
- *Kinesthetic City: Dance and Movement in Chinese Urban Spaces*. Oxford University Press (2013)
- “Jagged Presence in the Liquid City: Choreographing Hong Kong’s Handover” in Andre Lepecki and Jenn Joy, eds., *Planes of Composition: Dance, Theory and the Global*. Seagull Books (2010).

**Number of Theses Supervised in Last Five Years:** 1

## KWOH, STELLA YU-MEI

**Name (Title):** Kwoh, Stellad Yu-Mei (Academic Director, National Center for K-16 Chinese Language Pedagogy).

**Department (Tenure Status):** Institute of East Asian Studies, UC Berkeley (n/a)

**Education:** EdD Boston University (1991); MEd Boston University (1976); BA, Boston University (1975).

**Academic Experience:**

- Academic Director, NCCLP, UC Berkeley (2008-present)
- Chinese Methods Instructor, California State University East Bay (2005-2010).
- Program Founder, Director, Teaching Chinese as a Heritage/Other Language Program, CSU East Bay (2004-11)

**Overseas Experience:** Taiwan, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Teaching Chinese as a Heritage/Foreign Language

**Language Pedagogy:** Startalk Chinese Team leader, AP Chinese consultant, Program reviewer StarTalk, CLASS professional standards reviewer; California Mandarin Subject Matter advisory panel member

**Research/Teaching Specialization:** Chinese language pedagogy; teaching Chinese as a heritage language

**Distinctions:**

- Certificate of Appreciation, Palo Alto Unified School District (2011)
- Certificate of Appreciation, US Department of Education (2003)

**Recent Publications (number):** 1

- “Mainstreaming and Professionalizing Chinese Language Education: A New Mission for a New Century.” *Chinese America: History and Perspectives*, Chinese Historical Society of America. (2007), 261-264.

**Number of Theses Supervised in Last Five Years:** n/a

## KWON, YOUNGMIN

**Name (Title):** Kwon, Youngmin (Adjunct Professor)

**Department (Tenure Status):** East Asian Languages and Cultures (n/a)

**Education:** PhD Seoul National University (1984); MA Seoul National University (1975); BA Seoul National University (1971).

**Academic Experience:**

- Adjunct Professor of Korean Literature, UC Berkeley (2012-2019)
- Dean and Professor, Seoul National University (2000-12)
- Visiting Professor, Harvard University (2004; 1985-86)
- Visiting Professor, UC Berkeley (1992-1994)

**Overseas Experience:** Korea, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5; Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; Modern Korean literature; seminar in Korean literature

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Korean literature

**Distinctions:**

- Sejong Cultural Award (2017)
- President, Korean Literature Society (2008-2010)
- President, Korean Comparative Literature Society (2003-04)

**Recent Publications (number):** 0

- (Edited with Bruce Fulton) *Modern Korean Fiction: An Anthology*. Columbia University Press (2005).
- 韓國現代文學大事典 (ソウル大 出版部, 2004)
- *100 Years of Korean Literature* (CD Rom). Seoul National University Institute for Research on Information Systems in the Humanities (2000)

**Number of Theses Supervised in Last Five Years:** none at Berkeley

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## KYO, YI YI MON ROSALINE

**Name (Title):** Kyo, Yi Yi Mon (PhD candidate; Graduate Student Instructor)

**Department (Tenure Status):** History of Art (n/a)

**Education:** PhD, UC Berkeley (2017); MA, UC Berkeley (2005); BA, UC Berkeley (2002)

**Academic Experience:**

- Andrew W. Mellon Postdoctoral Curatorial Fellow (2017-present)
- Graduate Student Instructor, History of Art, UC Berkeley (2007-present)

**Overseas Experience:** China, Nepal,

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Tibetan 3; Chinese 4; French 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 3; Arts of Korea; Arts of India; Later Chinese Painting; Art and Propaganda in Modern China.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Tibetan art; Chinese painting.

**Distinctions:**

- History of Art Summer Research Grant (2013, 2009)
- Liu Graduate Fellowship, Center for Chinese Studies (2011-12)
- Department nomination for the Mentored Research Award, UC Berkeley (2010)

**Recent Publications (number):** 2

- "Labour and art during the Cultural Revolution: An analysis of the sculptural installation 'Wrath of the Serfs' (1975)" in *Journal of Contemporary Chinese Art*, Volume 4, Numbers 2-3, 1, pp. 243-268 (2017)

**Number of Theses Supervised in Last Five Years:** n/a

## LAM, LING HON

**Name (Title):** Lam, Ling Hon (Assistant Professor)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, University of Chicago (2006); MPhil, Hong Kong University of Science and Technology (1995); BA, University of Hong Kong (1993)

**Academic Experience:**

- Assistant Professor, UC Berkeley (2012-present)
- Assistant Professor, Vanderbilt University (2007-2012)
- Visiting Assistant Professor, SUNY Stony Brook (2007)

**Overseas Experience:** China, Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin Chinese 5; Cantonese 5.

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Exploring pre-modern Chinese novels; Sex and gender in Chinese literature

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Classical Chinese drama and fiction; theory and history of emotion; gender and sexuality in premodern China; print and media culture

**Distinctions:**

- Humanities Research Fellowship, UC Berkeley (2016-17)
- Institute of International Studies Manuscript Mini-Conference Grant (2016)

**Recent Publications (number):** 2

- *From Dreamscapes to Theatricality: The Spatiality of Emotion in Early Modern China*, Columbia University Press, (forthcoming in 2018)
- "Allegory and the 'World' Formation in The Journey to the West," in *A Wiley-Blackwell Companion to World Literature*, ed. Christopher Lupke. London: Wiley-Blackwell (forthcoming)
- "Chenmo de zaixiang: Honglou meng qianhou de shengyin yu wenben xipuxue" 沉默的再響：《紅樓夢》前後的聲音與文本系譜學, trans. Li Jing 李晶. *Cao Xueqin Studies 曹雪芹研究* 2: 83-102. (May 2016)

**Number of Theses Supervised in Last Five Years:** 2

## LEE, HONG YUNG (Deceased)

**Name (Title):** Lee, Hong Yung (Professor Emeritus in 2016)

**Department (Tenure Status):** Political Science (tenured)

**Education:** PhD, University of Chicago (1973); MA, Brigham Young University (1966); BA, Yonsei University, South Korea (1960)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1991-2016)

**Overseas Experience:** Japan, Korea, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5; Chinese 4; Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Politics of Divided Korea; Political Authority and Economic Exchange in East Asia; Chinese Foreign Policy; International Relations in East Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Domestic politics of China and Korea; political economy; East Asian relations

**Distinctions:**

**Recent Publications (number):** 1

- *A Comparative Study of East Asian Capitalism*. Institute of East Asian Studies, Berkeley (2014).
- *Comparative Study of Korean, Japanese and Chinese Traditional Family and Contemporary Business Organizations*. East Asian Institute Working Paper Series 14. Seoul (2008)
- Ed. *Prospects for Change in North Korea*, Institute of East Asian Studies, UC Berkeley (1994)

**Number of Theses Supervised in Last Five Years:** 7

## LEE, MEEHYEI

**Name (Title):** Lee, Meehyei (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, Cornell University (2003); MA, State University of New York, Stony Brook (1997); BA, Sungshin Women's University, Seoul, South Korea (1996)

**Academic Experience:**

- Lecturer, UC Berkeley (2003-present)

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5, Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Korean Language (elementary, intermediate, advanced)

**Language Pedagogy:** MA in Linguistics; annual Berkeley Language Center and AATK pedagogical training; OPI training, Stanford University (2014) AATK Standards-based College Curriculum Development Project (ongoing)

**Research/Teaching Specialization:** Korean phonology; Korean mimetic expressions; comparative analysis of sound-symbolic systems of mimetic expressions in Korean and Japanese; teaching methodology for foreign languages

**Distinctions:**

- Foreign Language and Area Studies Fellowships (FLAS) from the East Asia Program, Cornell University

**Recent Publications (number):** 0

- "Laryngeal features in partial reduplication of Korean mimetic expressions," *Harvard Studies in Korean linguistics IX*: 184-193 (2001)

**Number of Theses Supervised in Last Five Years:** n/a

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## LEE, SOOJIN C.

**Name (Title):** Lee, Soojin C. (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, University of Illinois, Urbana-Champaign; MA, Ewha Women's University, Seoul, South Korea; BA Ewha Women's University, Seoul, South Korea

**Academic Experience:**

- Lecturer, UC Berkeley (1993-present);

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5, French 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Korean language (elementary, intermediate—heritage and non-heritage)

**Language Pedagogy:** MA in Linguistics; annual Berkeley Language Center and AATK pedagogical training; OPI training, Stanford University, 2014; AATK standards-based College Curriculum Development project (2012-15).

**Research/Teaching Specialization:** Korean culture and language through the media and internet; Korean culture with specialization in food; language testing (including computer-based approach); language acquisition and learning theory; multimedia materials.

**Distinctions:** n/a

**Recent Publications (number):** 0

- (Translation) "A Korean Mother's Cooking Notes", Ewha Women's University Press (2009)

**Number of Theses Supervised in Last Five Years:** n/a

## LEVINE, GREGORY

**Name (Title):** Levine, Gregory (Professor)

**Department (Tenure Status):** History of Art (tenured)

**Education:** PhD, Princeton University (1997); MA, Princeton University (1990); BA, Oberlin College (1985)

**Academic Experience:**

- Professor, UC Berkeley (2017)
- Assistant-Associate Professor, UC Berkeley (1997-present)

**Overseas Experience:** Japan, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4, Classical Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 90%

**Courses Taught (number):** 9; Representing 3/11: Artists and Japan's Disaster; Cultures of Display & Exhibition in Japan; Making Art in Japan; Eco Art History; Survey of Art of Japan; Buddhist Icons in Japan; Buddhist Temples in Japan; Buddhist Images in the Modern/Contemporary World; Zen Art and Calligraphy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Buddhist art and architectural sites; history of museums in Japan; historiography, methodology in Japanese art history; visual and material culture studies; Japanese monasteries.

**Distinctions:**

- Humanities Research Fellowship, College of Letters & Science, UC Berkeley (2017)
- Guggenheim Foundation Fellowship (2010)
- Humanities Research Fellowship, UC Berkeley (2010)

**Recent Publications (number):** 1

- *Long Strange Journey: On Modern Zen, Zen Art, and Other Predicaments*. Honolulu: University of Hawaii Press (2017)
- "Buddha Rush: A Story of Art and its Consequences," *BOOM: A Journal of California*, Vol. 2, 3:45-61 (2012)
- "Zen Sells Zen things: Meditation Supply, Right Livelihood, and Buddhist Retail." in *Zen and Material Culture*, Steven Heine and Pamela Winfield, eds. Oxford: Oxford University Press (2017)

**Number of Theses Supervised in Last Five Years:** 9

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## LI, I-HAO

**Name (Title):** Li, I-Hao (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, California State University, Dominguez Hills (1996); BA, National ChengChi University, Taipei, Taiwan (1973)

**Academic Experience:**

- Lecturer, UC Berkeley (1985-present)
- Lecturer, Middlebury College Summer Chinese School (1983)
- Educational Director, Inter-University Program for Chinese Language Studies, (1981-84)
- Lecturer, Inter-University Program for Chinese Language Studies, Taipei, Taiwan (1973-1981)

**Overseas Experience:** Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Chinese Language, all levels, heritage and non-heritage. Business Chinese.

**Language Pedagogy:** Annual NCCLP pedagogy training

**Research/Teaching Specialization:** Teaching Chinese Mandarin

**Distinctions:**

- Developer of UC Consortium Chinese Placement Test

**Recent Publications (number):** 0

- Fifth-year Chinese & Fourth-year Chinese Texts, Glossaries, and Exercises, Department of East Asian Languages and Cultures, UC Berkeley (course readers) (1985-present)

**Number of Theses Supervised in Last Five Years:** n/a

## LIE, JOHN

**Name (Title):** Lie, John (Professor)

**Department (Tenure Status):** Sociology (tenured)

**Education:** PhD, Harvard University (1988), BA, Harvard University (1982)

**Academic Experience:**

- Professor, UC Berkeley (2003-present)
- Chair, Center for Korean Studies (2009-14)
- Dean, International and Area Studies, UC Berkeley (2004-2009)
- Professor, University of Michigan (2001-03)
- Assistant-Professor, University of Illinois, Urbana-Champaign (1992-2001)
- Assistant Professor, University of Oregon (1989-92)

**Overseas Experience:** Japan, South Korea, Taiwan, New Zealand

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5; Korean 4; French 4; German 4; Italian 3; Chinese 3; Classical Greek 3; Latin 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 60%

**Courses Taught (number):** 10; Sociology of East Asia; Hallyu; Korean pop culture;

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Social Theory, Political Economy, East Asian popular culture.

**Distinctions:**

- Visiting Professor of Sociology, National Taiwan University (2015)
- CK Cho Professor, UC Berkeley (2009-2014)

**Recent Publications (number):** 9

- *The Consolation of Social Theory*. Princeton University Press (forthcoming).
- *The Dream of East Asia*, Ann Arbor: Association for Asian Studies. (2017)
- *K-Pop: Popular Music, Cultural Amnesia and Economic Innovation in South Korea*. University of California Press (2014).

**Number of Theses Supervised in Last Five Years:** 5

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## LIN, HSIN-YU

**Name (Title):** Lin Hsin-Yu (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, Taiwan Normal University (2003)

**Academic Experience:**

- Lecturer, UC Berkeley 2010-present
- Lecturer, UC Davis (2008-09)
- Instructor, University of Heidelberg, Germany (2005-08)
- Instructor, Mandarin Training Center, National Taiwan University (2002-05)

**Overseas Experience:** Taiwan, Germany

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5; German 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:**

**Courses Taught (number):** 5; Intermediate Chinese for Dialect Speakers; 3<sup>rd</sup> year heritage Mandarin

**Language Pedagogy:** Compiled Chinese textbooks for German learners.

**Research/Teaching Specialization:** Chinese language pedagogy; Chinese linguistics and syntactic structures.

**Distinctions:** n/a

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## LINOS, KATERINA

**Name (Title):** Linos, Katerina (Professor)

**Department (Tenure Status):** Law (non-tenured)

**Education:** PhD, Harvard University (2007); JD, Harvard Law School (2006); Diploma in European Union Law, European University Institute (2002); AB, Harvard University (2000)

**Academic Experience:**

- Assistant Professor-Professor, UC Berkeley (2010-present)
- Visiting Assistant Professor, Chicago Law School (fall 2014)
- Visiting Assistant Professor, Harvard Law School (spring 2014)

**Overseas Experience:** UK, Spain

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 3, Spanish 3, German 2, Greek 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 20%

**Courses Taught (number):** 1; International Law;

**Language Pedagogy:**

**Research/Teaching Specialization:** political science; law

**Distinctions:**

- Hellman Family Fellowship (2012)
- Hodgen Fund (2012)
- Berkeley Committee on Research Grant (2011)

**Recent Publications (number):** 3

- “The Language of Compromise in International Agreements”, with Tom Pegram, *70 International Organization* (2016)
- “Architects of their Own Making: National Human Rights Institutions and the United Nations,” with Tom Pegram. *Human Rights Quarterly* (2016)

**Number of Theses Supervised in Last Five Years:** 3

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## LIU, LI

**Name (Title):** Liu, Li (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD., UC Berkeley (1999); MA, UC Berkeley (1993); BA, Beijing Normal University (1986)

**Academic Experience:**

- Lecturer, UC Berkeley (1997-present)

**Overseas Experience:**

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Chinese Language, all levels, heritage and non-heritage; Structure of the Chinese Language.

**Language Pedagogy:** PhD in Chinese Linguistics; Chinese Radicals and Grammar Exercises (2009-17) online listening and reading exercises (2012); OPI training (2012);

**Research/Teaching Specialization:** Language pedagogy; Chinese linguistics.

**Distinctions:**

- Lecturer Teaching Fellows program (2012-13)
- Berkeley Language Center Professional Development Fellowship for the project “Designing a Content-based Module for First-Year Mandarin Chinese Heritage Students (2006)

**Recent Publications (number):** 3

- “Integrate Technology into Teaching of Chinese Language and Culture,” presented at the CLTA Annual Conference, Herndon, VA (2018)
- *Strategies on Teaching Chinese Heritage Language Learners*, American Council on Teaching of Foreign Language Annual Conference, San Diego (2015)
- *Thoughts on Developing Reading Materials for Beginning Chinese Heritage Students*, Chongqing University, China (2015)
- *Low High Tone’ in Mandarin and Its Related Word Formation*, Chinese Language Education Forum (CLEF), Redwood City, CA (2012)
- **Number of Theses Supervised in Last Five Years:** n/a

## LIU, XIN

**Name (Title):** Liu, Xin (Professor)

**Department (Tenure Status):** Anthropology (tenured)

**Education:** PhD, University of London (1995); MA, University of London (1990); MA, Renmin University, Beijing, China (1985); BA, Shanxi School of Economics and Finance, China (1982)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1995-present)

**Overseas Experience:** China, UK

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 8; Anthropology of China; Ethnography and the Problem of the “Other”

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Social/cultural anthropology; history of anthropology; contemporary trends in social theory; development and social change, China/East Asia

**Distinctions:**

- Wu Yuzhang Endowed Professorship, Renmin University (2012-14)
- IEAS Residential Research Fellowship (2010-12)
- COR (Competitive) Faculty Research Grant, UC Berkeley

**Recent Publications (number):** 1

- “El Enigma de China” *Antipoda16—Revista de Antropología y de Arqueología* (2013).
- “Zhongguo renleixue de kunjing yu weilai” [The Predicament and Future of Chinese Anthropology]. *Qianhe Xueren Jianyanlu*, Vol. 1 [Anthology of Qianhe Scholarly Speeches]. Beijing (2012).
- *The Mirage of China: Anti-Humanism, Narcissism, and Corporeality of the Contemporary World*. New York and London: Berghahn (2012)
- “What Is China?” In *New Perspectives on China*, pp.60-85 (in Japanese). Tokyo: Japan Review Press, (2008)

**Number of Theses Supervised in Last Five Years:** 6

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## LORENTZEN, PETER

**Name (Title):** Lorentzen, Peter (Assistant Professor)

**Department (Tenure Status):** Political Science (non-tenured)

**Education:** PhD, Stanford University (2007); MA, Stanford University (2003, 2005); BA, Dartmouth College (1993)

**Academic Experience:**

- Assistant Professor, University of San Francisco (2017-present)
- Assistant Professor, UC Berkeley (2007-2017)

**Overseas Experience:** China, Hong Kong, Taiwan, Great Britain

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 70%

**Courses Taught (number):** 6; The Rise of China; The Political Economy of China; Chinese Economy.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Political economy and economic growth in developing countries, with a focus on China

**Distinctions:**

- Residential Research Award, IEAS at UC Berkeley (2012-14)
- National Fellow, Hoover Institution, Stanford University (2011-12)

**Recent Publications (number):** 4

- “Designing Contentious Politics.” *Modern China* (forthcoming).
- “Racing to the Bottom or to the Top? Decentralization and Governance Reform in China.” *World Development* (with Daniel Mattingly and Denise van der Kamp) (2017)
- “Qualitative Investigation of Theoretical Models: The Value of Process Tracing.” *Journal of Theoretical Politics* (with Taylor Fravel and Jack Paine) (2017)

**Number of Theses Supervised in Last Five Years:** 3



## MARRA, TOSHIE

**Name (Title):** Marra, Toshie (Librarian for the Japanese Collection)

**Department (Tenure Status):** C.V. Starr East Asian Library (n/a)

**Education:** MLIS, UCLA (1997); BA, Osaka University for Foreign Studies (1986)

**Academic Experience:**

- Librarian, UC Berkeley (2012-present)
- Librarian, UCLA (2000-12)
- Cataloging Assistant, UCLA (1997-2000)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5; Italian 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japanese studies; Japanese bibliography.

**Distinctions:**

- Asia Library Travel Grant, University of Michigan (2016)

**Recent Publications (number):** 3

- “Nihon kenkyū Shisho no Shigoto: Kariforunia Daigaku o Jirei to Shite” [Duties of Japanese Studies Librarians: A Case of University of California], *Shiritsu Daigaku Toshokan Kyōkai Kaihō* [Bulletin of Japan Association of Private University Libraries], 147 108-124 (2017)
- “Ima Naze Intā Raiburari Rōn nano ka: Kokuritsu Kokkai Toshokan Shusai “Kaigai Nihon Kenkyū Shisho Kenshū” ni Sanka Shite” [Why Now Inter-Library Loan?: After Participating in the Training for Japanese Studies Librarians outside of Japan program Sponsored by the national Diet Library]. *Kokuritsu Kokkai Toshokan Geppō*. [National Diet Library Monthly bulletin], no. 664/665, pp 9-14 (2016)

**Number of Theses Supervised in Last Five Years:** n/a

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## MATISOFF, SUSAN

**Name (Title):** Matisoff, Susan (Professor Emerita)

**Department (Tenure Status):** East Asian Language and Culture (tenured, Emerita)

**Education:** PhD., Columbia University (1973); MA, Columbia (1969); BA, Radcliffe College (1962)

**Academic Experience:**

- Emerita Professor, UC Berkeley (2006-present)
- Professor, UC Berkeley (1999-2006)
- Associate Professor, Stanford University (1979-2000)

**Overseas Experience:** Japan, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 7; Japanese Bibliography and Research Methodology; Reading in Classical Japanese; Japanese Drama

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japanese literature and culture

**Distinctions:**

- Visiting Scholar, Institute of History and Philology Academia Sinica, Taipei (1995-96)
- William and Flora Hewlett Fund, Stanford University (1989)
- Visiting Scholar, National Ethnology Museum, Osaka (1988)

**Recent Publications (number):** 0

- “Semimaru,” *Twenty Plays of the No Theatre*, Donald Keene, ed., Columbia University Press, New York, 1970, pp. 99-114. (Reprinted in *Literature of Africa, Asian and Latin America*, Willis Barnstone & Tony Barnstone, ed., Prentice Hall, 1998 and *Literatures of Asia*, Tony Barnstone, ed., Prentice Hall (2003)

**Number of Theses Supervised in Last Five Years:** 1

## MEHENDALE, SANJYOT

**Name (Title):** Mehendale, Sanjyot (Lecturer/Vice Chair/Chair)

**Department (Tenure Status):** Buddhist Studies, Near Eastern Studies (non-tenured; n/a)

**Education:** PhD, UC Berkeley (1997); MA, University of Leiden (1992); BA, University of Amsterdam (1986)

**Academic Experience:**

- Chair, P.Y and Kinmay W. Tang Center for Silk Road Studies (2017-present)
- Lecturer, UC Berkeley (1997-present)
- Vice Chair, Center for Buddhist Studies, UC Berkeley (2010-present)
- Visiting Assistant Professor, Mills College (2009)

**Overseas Experience:** Netherlands; France and Sri Lanka (2007-09)

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Dutch 5; German 4; French 3; Russian 1; Sanskrit 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 4; Introduction to Central Asia; Buddhism along the Silk Road; Central Asian and Silk Road Art and Archeology

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Central Asian and Silk Road Art and Archeology

**Distinctions:**

- 2017 Guitty Azerpay Distinguished Visitor in the Arts of Central Asia and Iran, Department of Near Eastern Studies, UC Berkeley, 2017
- Professional Development Fund Grant, University of California, Berkeley (2011, 2014)
- National Endowment for the Humanities Collaborative Research Grant (2011)

**Recent Publications (number):** 0

- “Begram: At the Heart of the Silk Roads”, in *Afghanistan: Hidden Treasures from the National Museum, Kabul*, Fredrik Hiebert and Pierre Cambon (eds.). Washington, D.C.: National Geographic Books (2008), 131-143
- *Central Asia and the Caucasus: Transnationalism and Diaspora*. New York: Routledge (2005)

**Number of Theses Supervised in Last Five Years:** n/a

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## MICHELL, HANNAH

**Name (Title):** Michell, Hannah (Lecturer)

**Department (Tenure Status):** Ethnic Studies (non-tenured)

**Education:** MA, City University, London (2008-2010); MA, University of Cambridge (2004); BA, University of Cambridge (2004-2005)

**Academic Experience:** Undergraduate Lecturer, UC Berkeley (2012- 2017)

**Overseas Experience:** South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 2; Media Studies, Asian American Studies

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Korea studies, Media Studies, Pop culture, Asian American studies

**Distinctions:** n/a

**Recent Publications (number):** 1

- *The Defections*. London: Quercus Publishing (2013)

**Number of Theses Supervised in Last Five Years:** n/a

## MORLEY, BRENDAN

**Name (Title):** Brendan A. Morley (Graduate Student Instructor)

**Department (Tenure Status):** East Asian Language and Cultures (non-tenured)

**Education:** PhD, UC Berkeley (anticipated 2018), MA, University of Oregon (2009), AB, University of Oregon (2006)

**Academic Experience:**

- GSI, UC Berkeley (2011-17)
- GSI, University of Oregon (2007-09)

**Overseas Experience:** Japan

**Language Proficiency:** Japanese 4; Chinese (Mandarin) 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 1; Japanese literature

**Language Pedagogy:** Modern Japanese; Classical Japanese; Classical Chinese

**Research/Teaching Specialization:** Japanese literature

**Distinctions:**

- Phi Beta Kappa, University of Oregon (2006)
- Oregon Six (2006)
- Outstanding Graduate Student Instructor, UC Berkeley (2014-15)

**Recent Publications (number):** 1

- "Poetry and Diplomacy in Early Heian Japan: The Embassy of Wang Hyoryom from Parhae to the Konin Court," *Journal of the American Oriental Society* 136.2 (2016)

**Number of Theses Supervised in Last Five Years:** n/a

## NAKAMURA, KAREN

**Name (Title):** Nakamura, Karen (Professor; Robert and Colleen Haas Distinguished Chair in Disability Studies)

**Department (Tenure Status):** Anthropology (tenured)

**Education:** PhD, Yale (2001); MPhil, Yale (1998); BA, Cornell (1993)

**Academic Experience:**

- Professor, UC Berkeley (2016-present)
- Research Scholar, Yale University (2016)
- Associate Professor, Yale University (2013-2015)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** 7; Queer Ethnographies; Special Topics in Social/Cultural Anthropology: Disability, Ethnography and Design; Special Topics in Social/Cultural Anthropology: Sex

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Disability in contemporary Japan; Intersections of disability, gender, and sexuality in Japan

**Distinctions:**

- Society for East Asian Anthropology David Plath Media Award for *A Japanese Funeral* (2011)
- University of British Columbia Ethnographic Film Festival Jury Prize (2<sup>nd</sup> runner-up) for *A Japanese Funeral* (2011)
- Yale University Senior Faculty Fellowship (2011)

**Recent Publications (number):** 5

- *Crazy in Japan: An Ethnography of Bethel House*. Translation supervision by Koji Ishihara and Tetsuya Kawano. A revised and updated Japanese translation of *A Disability of the Soul*. Tokyo: Igaku Shoin Publishing. (2014)
- "No voice in the courtroom?: Deaf legal cases in Japan during the 1960s" in *Going to Court to Change Japan: Social Movements and the Law*. Ed. Patricia Steinhoff. Michigan Monograph Series in Japanese Studies, Number 77. 147-163. Ann Arbor: University of Michigan (2014)
- **Number of Theses Supervised in Last Five Years:** 3

## NELSON, LAURA C.

**Name (Title):** Nelson, Laura C. (Associate Professor, CK Cho Chair of Korean Studies, Chair, Center for Korean Studies)

**Department (Tenure Status):** Women and Gender Studies/Center for Korean Studies (tenured)

**Education:** PhD, Stanford University (1997); MCP, UC Berkeley (1991); MA, Columbia (1997); AB, Brown (1983)

**Academic Experience:**

- Associate Professor, UC Berkeley (2013-present)
- Chair, Center for Korean Studies, UC Berkeley (July 1, 2014-present)
- Chair, Department of Gender and Women's Studies (2017-present)
- Associate Professor and Chair, Anthropology, California State University East Bay (2008-2013)

**Overseas Experience:** Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 4; Introduction to Gender and Women's Studies; Advanced Feminist Theory

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Gender & demographic changes in Korea; consumer nationalism in South Korea; breast cancer as a medical, cultural and transnational phenomenon in Korea.

**Distinctions:**

- C.K. Cho Chair in Korean Studies (July 1, 2014-)

**Recent Publications (number):** 4

- "Traces of Empires in Breast Cancer in South Korea and the Trans-Pacific." In Catherine Ceniza Choy and Judy Tzu-Chun Wu, eds., *Gendering the Trans-Pacific World*. Leiden, Koninklijke Brill, pp. 307-315 (2017).
- "Cancer, Stress, and Ironies of Cancer Understanding in South Korea," *Medical Anthropology*, 35 (2016).

**Number of Theses Supervised in Last Five Years:** 1

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## NEUHAUSER, LINDA

**Name (Title):** Neuhauser, Linda (Clinical Professor of Community Health and Human Development)

**Department (Tenure Status):** Public Health (tenured)

**Education:** PhD, UC Berkeley (1988); MPH, UC Berkeley (1977); BA, St. Louis University (1970).

**Academic Experience:**

- Professor, UC Berkeley (2002-present)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** 3; public health intervention

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** translational and transdisciplinary research; interventions theory, research and practice; design sciences and participatory design of interventions, worker wellness in China.

**Distinctions:**

- Charles Atkin Outstanding Translational Health Communication Scholar (2013)
- Archstone Foundation Award for Excellence (2012)

**Recent Publications (number):** 1

- Neuhauser, L., Kreps, G.L. & Syme, S.L. "Community participatory design of health communication programs: Methods and case examples from Australia, China, Switzerland and the United States," in: D.K. Kim, A. Singhal, and G.L. Kreps (Eds). *Global Health Communication Strategies in the 21<sup>st</sup> Century: Design, Implementation and Evaluation*. New York: Peter Lang Publishing (2013)
- Neuhauser, L., Kreps, G.L., Morrison, K., Athanasoulis, M. Kirienko, N., & Van Brunt, D. "Using design science and artificial intelligence to improve health communication: Chronology MD case example," *Patient Education and Counseling*, available online (2013)

**Number of Theses Supervised in Last Five Years:** 5

## NOONAN, PATRICK JAMES

**Name (Title):** Noonan, Patrick James (Lecturer)

**Department (Tenure Status):** Lecturer (n/a)

**Education:** PhD, UC Berkeley (2012); MA, UC Berkeley (2008); BA, UC Santa Cruz (2002)

**Academic Experience:**

- Assistant Professor, Northwestern University (2017-present)
- Lecturer, UC Berkeley (2013-2016)
- Lecturer, San Francisco State University (Fall 2013)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4, Chinese 2, German 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; The East Asian Sixties; Contemporary Japanese Cinema; Japanese Modernism

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japanese Literature and Culture; Japanese Cinema

**Distinctions:**

- UC Berkeley, East Asian Languages and Cultures, Departmental Grant (2011-2012)
- UC Berkeley Dean's Normative Time Fellowship (2010-2011)
- Japan Foundation, Dissertation Research Fellowship (2009-2010)

**Recent Publications (number):** 2

- "The Alterity of Cinema: Subjectivity, Self-Negation, and Self-Realization in Yoshika Kiju's Film Theory." *Review of Japanese Culture and Society*, December 2010: 110-129 (2010)
- "My Theory of Film: A Logic of Self-Negation," *Review of Japanese Culture and Society*, December 2010: 104-109 (2010)
- *Camera Obtrusa: Hara Kazuo's Action Documentaries*. New York: Kaya Press (2009)

**Number of Theses Supervised in Last Five Years:** n/a

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## NYLAN, MICHAEL

**Name (Title):** Nylan, Michael (Professor)

**Department (Tenure Status):** History (tenured)

**Education:** PhD, Princeton University (1981); MA, SUNY Buffalo (1972); BA, UC Berkeley (1970)

**Academic Experience:**

- Professor, UC Berkeley (2001-present)
- Visiting Professor, Princeton University (1999)
- Assistant-Professor, Bryn Mawr College (1983-2001)

**Overseas Experience:** China, Europe

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4, French 4, Japanese 3, German 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 14; Chang'an 26 BC: Shiji; Gender studies for early China; methodology courses; History of China until the Mongols; "The Chinese Body"; "Reading the Visual Chinese History"; Chinese film; Chinese Classics; "Dao Readings"; Chinese bibliography.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Han history; early intellectual history; Chinese art and archaeology

**Distinctions:**

- Invited member at the Institute for Advanced Study, Paris (2017)
- A.C. Graham Lectures, School of Oriental and African Studies (2015)
- Guggenheim Fellowship (2014)

**Recent Publications (number):** 7

- *The Letter to Ren An and Sima Qian's Legacy*, with Stephen Durrant, Li Waiyee, and Hans van Ess, University of Washington Press (2016)
- *Chang'an 26 BCE: An Augustan Age in China?* University of Washington Press, Seattle (2014)
- *The Norton Critical Edition of the analects, a collection of essays plus a translation*, New York: Norton (2014)

**Number of Theses Supervised in Last Five Years:** 6

## O'BRIEN, KEVIN

**Name (Title):** O'Brien, Kevin (Professor of Political Science; Director, Institute of East Asian Studies)

**Department (Tenure Status):** Political Science (tenured)

**Education:** PhD, Yale University (1987); BA, Grinnell College (1979)

**Academic Experience:**

- Professor, UC Berkeley (2000-present)
- Director, Institute of East Asian Studies (2013-present)
- Assistant-Associate Professor, Ohio State University (1987-2000)

**Overseas Experience:** China; South Korea; Taiwan; Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 11; Chinese Politics; Approaches to Chinese Politics; Collective Action in China

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese politics; comparative politics; social movement; local elections

**Distinctions:**

- Walter and Elise Haas Chair of Asian Studies (2013-present)
- Alann P. Bedford Professor of Asian Studies (2005-present)
- Japanese Society for the Promotion of Science Overseas Fellowship
- Luce Foundation, UC Berkeley Institutional Grant

**Recent Publications (number):** 6

- *Rural Politics in Contemporary China*, ed. With Emily T. Yeh and Jingzhong Ye. London: Routledge, hardcover (2014), paperback (2015)
- *Grassroots Elections in China*. ed. with Zhao Suisheng. London: Routledge, hardcover (2011), paperback (2013)
- *Engaging the Law in China: State, Society and Possibilities for Justice*. ed. with Neil J. Diamant and Stanley B. Lubman. Stanford: Stanford University Press, hardcover (2005), paperback (2010)

**Number of Theses Supervised in Last Five Years:** 15

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## OKUBO, YUKO

**Name (Title):** Okubo, Yuko (Lecturer/Research Specialist)

**Department (Tenure Status):** Center for Japanese Studies (n/a)

**Education:** PhD, UC Berkeley (2005); MA, UC Berkeley (1997); MA, Kyoto University (1994); BA, Kyoto University (1992).

**Academic Experience:**

- Lecturer, EALC, UC Berkeley (2011, 2013)
- Specialist, Japanese Historical Text Initiative, Center for Japanese Studies, Berkeley (2010-present)

**Overseas Experience:** Japan, Singapore

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** educational policy and practice in Japan, multicultural education, multiculturalism; cultural politics in Japan

**Distinctions:**

- Professional Development Grant, UC Berkeley (2011-12)
- Social Science Research Council—Abe Fellow (2009-11)

**Recent Publications (number):** 3

- "Multicultural Practice for Cultural Heterogeneity and National Cultural Homogeneity: Immigrant Youth's Experience in Osaka, Japan" in *Multicultural Education in Global Perspectives: Policy and Institutionalization*, edited by Yun-Kyung Cha, et al, eds. Dordrecht: Springer. Pp.135-151 (2016).
- "Negotiating the Boundaries Within: An Anthropologist at Home in a Multiethnic Neighborhood in Urban Japan," in the Ethnography section (edited by Francesca Gobbo and Kathryn Anderson-Levitt) of *International Handbook of Interpretation in Educational Research Methods*, edited by Paul Smeyers, David Bridges, Nicholas Burbules, and Morwenna Griffiths. Dordrecht: Springer. Pp. 579-597 (2015).
- **Number of Theses Supervised in Last Five Years:** n/a

## O'NEILL, DANIEL CUONG

**Name (Title):** O'Neill, Daniel C. (Associate Professor)

**Department (Tenure Status):** East Asian Languages and Culture (non-tenured)

**Education:** PhD, Yale University (2002); BA, Stanford University (1991)

**Academic Experience:**

- Assistant-Associate Professor, UC Berkeley (2001-present)

**Overseas Experience:** Taiwan, England, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin Chinese 4, Cantonese 3, Japanese 4, German 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 95%

**Courses Taught (number):** 8; Modern and Contemporary Japanese Literature; Seminar in Postwar Japanese Literature

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Modern Japanese literature; East Asian Cinema (Japan, Taiwan, So. Korea); Environmental Humanities; Film Theory and Media

**Distinctions:**

- UCHRI Residential Research Fellowship (2015)
- Residential Research Fellow, Institute of East Asian Studies (2015)

**Recent Publications (number):** 2

- "Nuclear Futurity and Disaster's Double Exposure," *Discourse* (2017)
- "Kurosawa Kiyoshi and the Almost Apocalyptic," *Journal of Japanese and Korean Cinema* (forthcoming)
- *Ghostly Remains: Affect and the Afterlife of Reading in Modern Japan* (forthcoming)

**Number of Theses Supervised in Last Five Years:** 15

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## O'NEILL, KATE

**Name (Title):** O'Neill, Kate (Associate Professor)

**Department (Tenure Status):** Environmental Science, Policy and Management (tenured)

**Education:** PhD, Columbia University (1998); MPhil, Columbia University (1996), BA, Brasenose College (1990)

**Academic Experience:**

- Associate Professor, UC Berkeley (2005-present)
- Assistant Professor, UC Berkeley (1999-2005)
- Post-Doctoral Fellow, Harvard University (1997-98)

**Overseas Experience:** England, Ireland

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):**

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; International Environmental Politics

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** global environmental governance, global climate politics, legal hazardous waste trade

**Distinctions:**

- Bley Stein Visiting Professorship, Arava Institute, Israel (2015)
- UC MEXUS-CONACYT Collaborative Research Grant (\$25K) (2013-16)
- Committee on Research, UC Berkeley (2012-13)

**Recent Publications (number):** 4

- The Environment and International Relations, 2nd Edition (Cambridge University Press, 2017).
- "Global Political Economy of Wastes," for *A Research Agenda for Global Environmental Politics*, Pater Dauvergne and Justin Alger (eds.), Edward Elgar Press(forthcoming 2018)
- "Will China's Crackdown on Foreign Garbage Force Wealthy Countries to Recycle More of Their Own Waste?", *The Conversation*, at <https://theconversation.com/will-chinas-crackdown-on-foreign-garbage-force-wealthy-countries-to-recycle-more-of-their-own-waste-81440> (<http://bit.ly/2ym5zxO>) (2017)

**Number of Theses Supervised in Last Five Years:** 6

## ONG, AIHWA

**Name (Title):** Ong, Aihwa (Professor)

**Department (Tenure Status):** Anthropology (tenured)

**Education:** PhD, Columbia University (1982); BA, Barnard College (1974)

**Academic Experience:**

- Robert Lowie Chair in Anthropology (2015-present)
- Assistant-Professor, UC Berkeley (1984-2015)

**Overseas Experience:** Malaysia, China, Singapore

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Malay-Indonesian 3; Cantonese 3; Hokkien 3; Mandarin 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 6; East Asian Capitalism; Poverty & Peripheries in the Asia-Pacific; Globalization & Gender in the Asia Pacific; Comparative Asian Societies

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Sovereignty; government; migration, citizenship; neoliberalism; biotechnology; cities; knowledge class; modern ethics contemporary publics; Southeast Asia.

**Distinctions:**

- Institute of East Asian Studies grant, UC Berkeley (2011-12, 2014-15, 2015-16)
- UC Berkeley-Yonsei University Seminar Grant (2011)

**Recent Publications (number):** 5

- “Why Singapore Trumps Iceland: Gathering Genes in the Wild,” *Journal of Cultural Economy*, vol. 8, No. 3. (2015)
- “The Enigma of Return: Troubling Bodies,” *Migration: A COMPAS Anthology*, eds. B. Anderson and M. Keith, COMPAS: Oxford (2014)
- “Number of Theses Supervised in Last Five Years: 11

## PARK, JUNGHEE

**Name (Title):** Park, Junghee (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, UCLA (2007); MA, UCLA (2002); MEd, Seoul National University (1999)

**Academic Experience:**

- Lecturer, UC Berkeley (2007-present)
- Adjunct Faculty, Intercultural Institute of California, San Francisco (2009-2011)
- GSI, UC Berkeley (2005-06)
- Teaching Associate, UCLA (2001-2002)

**Overseas Experience:** Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 5; Korean language (elementary, intermediate)

**Language Pedagogy:** PhD in Applied Linguistics; Berkeley Language Center Fellowship (2012-13) for development Korean proficiency test; annual Berkeley Language Center and AATK pedagogical training; OPI training at Stanford (2014); SAT teaching materials for Korean.

**Research/Teaching Specialization:** Technology-mediated Communication, Multimodality, Media/digital literacy, Grammar and Interaction, Discourse Analysis, Teaching Korean as a foreign language, Curriculum development, Translation in language education

**Distinctions:**

- BLC Lecturer Fellowship (2009, 2012, 2013)

**Recent Publications (number):** 0

- “Beheaded relativization for multimodal stance marking in reported speech in Korean Internet communication,” *Japanese Korean Linguistics*, Vol. 17. Stanford (2009).

**Number of Theses Supervised in Last Five Years:** n/a



## PARK, KYONGMI

**Name (Title):** Park, Kyongmi (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** M.Ed., Northeastern University (2017); BA, Hosei University (2014)

**Academic Experience:**

- Lecturer, East Asian Languages and Cultures, UC Berkeley (2017-present)
- Korean Language Instructor, Sogang University (2007-11)
- Korean Language Instructor, Ganada Language Institute (2003-07)

**Overseas Experience:** Korea, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Korean 5, Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Korean language (all levels, heritage and non-heritage)

**Language Pedagogy:** ACTFL Oral Proficiency Interview Workshop, Stanford (2014); Berkeley Language Center Fellow (2012-2013);

**Research/Teaching Specialization:** Korean as a foreign language, bilingual education, and learning strategies for advanced learners of Korean.

**Distinctions:**

- Lecturer Professional Development Fund, Center for Research on Learning & Teaching, University of Michigan (2014)
- Investigating Student Learning (ISL) grant, Center for Research on Learning & Teaching, University of Michigan (2013-14)

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

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## PEMPEL, T. J.

**Name (Title):** Pempel, T.J. (Professor; Jack M. Forcey Chair in Political Science)

**Department (Tenure Status):** Political Science (tenured)

**Education:** PhD, Columbia University (1972); MA, Columbia University (1969); BS, Columbia University (1966)

**Academic Experience:**

- Professor, UC Berkeley (2001-present)
- Professor, University of Washington (1995-2001)
- Professor, University of Wisconsin, Madison (1993-95)
- Professor, University of Colorado (1991-93)

**Overseas Experience:** Japan, Korea, Singapore, Germany, Sweden, Italy, China, Southeast Asia, Mongolia

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4; Spanish 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 12; Politics of Contemporary Japan; Asian Regionalism; US Policies Toward Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Comparative public policy in advanced industrial states; political economy of Japan; contemporary Asian regionalism

**Distinctions:**

- Distinguished Lecturer in Japanese Studies, University of Toronto (2017)
- Certificate of Excellence, Ministry of Foreign Affairs, Japanese Government (2016)
- Distinguished Lecturer in Asian Studies, University of Pennsylvania (2017)

**Recent Publications (number):** 6

- *Two Crises, Different Outcomes: East Asia and Global Finance*, co-edited with Keiichi Tsunekawa, Cornell University Press (2015)
- *Asian Responses to the Global Financial Crisis: The Impact of Regionalism and the Role of the G-20*. Co-editor with Jehoon Park and Geng Xia. Cheltenham: Edward Elgar (2012)
- *Japan in Crisis: What Will It Take for Japan to Rise Again?* Co-ed. Yongshik Bon. Seoul, Asian Institute (2012)

**Number of Theses Supervised in Last Five Years:** 3

## PICKENS, JOHN

**Name (Title):** Pickens, John (Graduate Student Instructor)

**Department (Tenure Status):** Political Science (non-tenured)

**Education:**

- PhD, UC Berkeley (expected 2019)
- MA, UC Berkeley (2012), MA, Kathmandu University (2012)
- BA, McGill University (2002)

**Academic Experience:**

- Graduate Student Instructor, UC-Berkeley (2016-present)

**Overseas Experience:** Nepal

**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Tibetan 4, Sanskrit 3, Mandarin 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; Introduction to the Study of Buddhism

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** History of Buddhism, Sanskrit and Tibetan languages. Indian and Tibetan Buddhist ritual history, particularly the development of the tantric preliminary practices.

**Distinctions:**

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## PITT, JON

**Name (Title):** Pitt, John (Graduate Student Instructor)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:**

- PhD, UC Berkeley (expected 2020)
- MA, St. John's College (2013)
- BA, UC Santa Cruz (2003)

**Academic Experience:**

- Graduate Student Instructor, UC-Berkeley (2016-present)

**Overseas Experience:** Japan, China

**Language Proficiency:** (1-poor, 2-fair, 3-good, 4-excellent, 5-native): Japanese 4, Chinese 3, Classical Chinese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Reading and Composition: Japanese Literature

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** the paranormal and supernatural in Japanese literature; relation between pre-modern and modern Japanese literature.

**Distinctions:**

- William H. Darkey Translation Prize (2011)

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## PO, LAN-CHIH

**Name (Title):** Po, Lan-Chih (Associate Adjunct Professor)

**Department (Tenure Status):** East Asian Languages and Cultures, International and Area Studies (non-tenured)

**Education:** PhD, University of California, Berkeley (2001); MA, National Taiwan University (1993); BA, National Taiwan University (1989)

**Academic Experience:**

- Adjunct Associate Professor, UC Berkeley (2006-present)
- Associate Professor, Peking University (2001-2006)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 9; Patterns of Regional Development in China's Reform Era; Urbanization in Era of Globalization: China, Hong Kong, and Taiwan Connected; Reading Chinese Cities; Reading Taiwan; Asia in the Global Context.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Divergent developmental paths in China's transitional economies, including the influence of Taiwanese direct investment on local institutional change, the globalization of producer services and the formation of China's city-regions, and China's (sub)urbanization process

**Distinctions:**

**Recent Publications (number):** 1

- "What Women's Rights Disputes Can Tell Us About the Changing Rural Property Regime in China's Pearl River Delta." *Kaifang Shidai*, Vol. 3 (2013).
- "Assymetrical Integration: Public Finance Deprivation in China's Urban Villages." *Environment and Planning*, Vol. 44, pp. 2834-2851 (2012)

**Number of Theses Supervised in Last Five Years:** 2

## REINHARD, RACHEL

**Name (Title):** Reinhard, Rachel (Director)

**Department (Tenure Status):** UC Berkeley History-Social Science Project (n/a)

**Education:**

- PhD, History, University of California, Berkeley, 2005
- MA, History, University of California, Berkeley, 2000
- BA, History, Barnard College, 1996

**Academic Experience:**

- Director, CA History-Social Science Project, UC Berkeley (2013 - present);
- Director, Alumni Affairs, Teach for America Bay Area (2010-2013);
- Assistant Professor, History, SUNY Cortland (2005-2008)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):**

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 10%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** social studies, US history, K-12 teacher training

**Distinctions:**

- Peace Corps, Guizhou University, China (2009-2010)

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## ROLAND, GERARD

**Name (Title):** Roland, Gerard (E. Morris Cox Professor of Economics)

**Department (Tenure Status):** Economics (tenured)

**Education:** PhD, Université Libre de Bruxelles (ULB) 1988; MA, ULB. (1984); Economics Degree, ULB (1983)

**Academic Experience:**

- Professor, UC Berkeley (2012-present)
- Chair of Economics Department, UC Berkeley (2008-2011)
- Professor, Université Libre de Bruxelles (1996-2001)

**Overseas Experience:** Belgium, Italy, Russia

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French-5, German-4, Dutch-4, Russian-3, Italian-3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** 4; The Chinese Economy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Institutions and development, culture and economics, political institutions and economic outcomes, reforms in China and North Korea, European Parliament and European institutions

**Distinctions:**

- NSF grant, “*Voteworld: Comparative Legislative Behavior* (2006-09)
- Honorary Professor of Renmin University of China (2002)
- Jean Monnet Professor at U.L.B. (2000-01)

**Recent Publications (number):** 3

- “Culture, Institutions and the Wealth of Nations” (with Y. Gorodnichenko), *Review of Economics and Statistics*, (2017)
- “How Credible is the North Korean Threat?” with Byung-Yeon Kim, *Economics of Transition*, vol. 22, no. 3, pp. 511-539 (2014)

**Number of Theses Supervised in Last Five Years:** 5

## ROLAND-HOLST, DAVID

**Name (Title):** Roland-Holst, David (Adjunct Professor)

**Department (Tenure Status):** Agricultural & Resource Economics/Economics (non-tenured)

**Education:** PhD, UC Berkeley; MA, UC Berkeley; BA, Case Western Reserve University

**Academic Experience:**

- Adjunct Professor, UC Berkeley (2006-present)
- Professor, Mills College (1986-2006)
- Adjunct Professor, Ecole Polytechnique Federale de Lausanne (1993-95)

**Overseas Experience:** Japan, China, Switzerland

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 4, Chinese 3, Japanese 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 6; International Development; International Trade; International Finance; Global Management; Chinese Economy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Economics of global warming; pro-poor livestock policy and highly pathogenic avian influenza; regional economic development in China

**Distinctions:**

**Recent Publications (number):** 2

- “Myanmar-Long Term Scenarios for Sustained Macroeconomic Growth,” with Cyn-Young Park, Working Paper, Economic Research Department, Asian Development Bank, Manila (2014)
- “China’s Real Exchange Rate and Implications for East Asian Regional Trade and Investment Flows,” in B. Fleisher, N. Hope, A. Pena, and D. Yang (eds.), *Policy Reform and Chinese Markets*. Elgar Press, (2008).
- *Health and Animal Agricultural in Developing Countries*, with J. Otte, D. Pfiffer, and D. Zilberman, Springer Verlag, New York (2011)

**Number of Theses Supervised in Last Five Years:** n/a

## RONIS, JANN

**Name (Title):** Ronis, Jann (Lecturer)

**Department (Tenure Status):** Buddhist Studies (non-tenured)

**Education:** PhD, University of Virginia (2008); MA, University of Virginia (2000); BA, Humboldt State University (1996)

**Academic Experience:**

- Lecturer, UC Berkeley (2011-present)
- Shinjo Ito Postdoctoral Fellowship, UC Berkeley (2011-13)
- Postdoctoral Fellow, University of Virginia (2010-11)

**Overseas Experience:** UK, Canada, France

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Tibetan 4, Mandarin 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; East Asian Studies, Religion, Contemporary Tibet, Tibetan Buddhism

**Language Pedagogy:** Modern Tibetan and Literary Tibetan

**Research/Teaching Specialization:** Religious studies with a focus on Buddhism; contemporary Chinese society and culture with a focus on Tibet: Tibetan language

**Distinctions:**

- Steering committee member of Tibetan & Himalayan Religions Unit of the American Academy of Religion (2012-17)
- Fulbright Doctoral Research Fellowship (2005-06)

**Recent Publications (number):** 4

- “A Letter to the Queen” in Holly Gayley and Joshua Schapiro (eds.), *A Gathering of Brilliant Moons: Practice Advice from the Rimé Masters of Tibet*. Boston: Wisdom Publications, pp. 109-122. (2017)
- “The Prolific Preceptor: Si tu pan chen’s Career as Ordination Master in Khams and Its Effect on Sectarian Relations in Sde dge,” *Journal of the International Association of Tibetan Studies* No. 7 (2013), 49-85.

**Number of Theses Supervised in Last Five Years:** n/a

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## ROSCH, ELEANOR

**Name (Title):** Rosch, Eleanor (Professor of the Graduate School)

**Department (Tenure Status):** Psychology (tenured Emerita)

**Education:** PhD. Harvard University (1971); BA, Reed College (1964)

**Academic Experience:**

- Professor of the Graduate School, UC Berkeley (2013-present)
- Assistant-Professor (1978-2013)

**Overseas Experience:** Japan, New Guinea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 2, Dani 2.

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** 1; Buddhist Psychology

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Cognition, concepts, causality, cross-cultural, Eastern psychologies, psychologies of religion

**Distinctions:**

**Recent Publications (number):** 1

- “Beginner’s Mind: Paths to the Wisdom that is not learned” in M. Ferrari & Potworowski, G. eds, *Teaching for Wisdom*, Erlbaum Press (forthcoming)
- “More than mindfulness: When you have a tiger by the tail, let it eat you”. *Psychological Inquiry*. Taylor & Francis. 18 (4): pp. 258–264 (2007).
- “Science and religion, Dalai Lama style” *PsycCritiques*. 52 (20): np. doi:10 (2007).

**Number of Theses Supervised in Last Five Years:** 4

## RUDOLPH, DEBORAH M.

**Name (Title):** Rudolph, Deborah M. (Curator/Executive Manager, Admin and Editorial Services, C.V. Starr Library)

**Department (Tenure Status):** CV Starr East Asian Library (n/a)

**Education:** JD, UC Berkeley (2003); PhD, UC Berkeley (1996); MA, UC Berkeley (1987); BA, UC Berkeley (1982); MLS, UC Los Angeles (1978); BA, UC Los Angeles (1976)

**Academic Experience:**

- Curator, UC Berkeley, C.V. Starr East Asian Library (2009-present)
- Executive Manager, UC Berkeley, CV Starr E. Asian Library (2007-09)
- Visiting Lecturer, UC Berkeley (1996, 1997-98, 1998-99, 2000, 2014, 2016)

**Overseas Experience:** Taiwan, Hong Kong, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4; Classical Chinese 4; French 2; German 1; Japanese 1; Latin 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Classical Chinese literature

**Distinctions:**

- (grant writer) Council on Library and Information Resources “Digitizing Hidden Special Collections and Archives” grant, supported by the Andrew W. Mellon Foundation (2016)
- California State Bar (2004-present)
- Moot Court Brief Writing Award (awarded by Boalt Hall School of Law, UC Berkeley (2001)

**Recent Publications (number):** 2

- *A new selection of Chinese manuscripts from the C.V. Starr East Asian Library, University of California, Berkeley*, ed. with Peter X. Zhou, under Chinese name Lu Dexiu, Guangxi shifan daxue chubanshe, Guilin (2015)
- *A selection of rare Chinese manuscripts from the C.V. Starr East Asian Library University of California, Berkeley*, Shanghai guiji chubanshe (2013)

**Number of Theses Supervised in Last Five Years:** n/a

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## SAS, MIRYAM

**Name (Title):** Sas, Miryam (Professor)

**Department (Tenure Status):** Comparative Literature & Film and Media (tenured)

**Education:** PhD, Yale University (1995); MA, Yale (1993); BA, Harvard University, 1988.

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1995-present)
- Assistant Professor, Harvard University (1997-2003)

**Overseas Experience:** Japan; France

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4; French 4; German 3.

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 80%

**Courses Taught (number):** 6; Japanese Film; 20<sup>th</sup> Century Literature; Auteur Theory; National Cinema: Japan.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japanese literature, film, theater and dance; 20<sup>th</sup> century literature and critical theory (Japanese, French, English, German); avant-garde and experimental visual and literary arts, with an emphasis on cross-cultural views of the 1920s-1930s and 1960s-1970s arts in Japan; intermedia performance and photography

**Distinctions:**

- Japan Society for the Promotion of Science Conference Grant (2012-13)
- UC Humanities Research Fellowship (2011-12, 2005-06, 2000)

**Recent Publications (number):** 2

- “Intermedia Japan 1955-1970” in *POSTS: Notes on Contemporary Art Around the Globe*. Museum of Modern Art (2013)
- “From Postwar to Contemporary Art in Japan” *Roppongi Crossings: For a Landscape to Come.* Heibonsha Publishers (2013)
- *Experimental Arts in Postwar Japan: Moments of Encounter, Engagement, and Imagined Return*. Harvard University Asia Center (2010)

**Number of Theses Supervised in Last Five Years:** 6

## SATO, NANCY ELLEN

**Name (Title):** Sato, Nancy (Program Evaluator)

**Department (Tenure Status):** independent contractor (n/a)

**Education:** PhD, Stanford University (1991); MEd, Stanford University (1991); BA Harvard University (1975)

**Academic Experience:**

- Curriculum Consultant: Evaluation and Teaching: UC Berkeley, UCLA Confucius Institute, San Mateo County Office of Education (2006-present)
- Educational Evaluation (2003-present)
- Project Manager, Research Associate, Stanford School of Education's California International Studies Project (2001-2002)

**Overseas Experience:** China, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Educational evaluation, curriculum consulting, international education

**Distinctions:**

- Board of Trustees, Odyssey Middle School, San Mateo CA (2010-present)

**Recent Publications (number):** 1

- *Inside Japanese Classrooms: The Heart of Education.* Routledge Falmer (2003)
- "Japanese as Relations-Oriented Rather Than Group-Oriented: Individual and Community Building in Japanese Elementary Schools" in *Teaching and Learning in Japan*, Thomas Rohlen, ed. and Gerald LeTendre, eds. (1998).

**Number of Theses Supervised in Last Five Years:** n/a

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## SCHEIBER, HARRY N.

**Name (Title):** Scheiber, Harry (Professor Emeritus)

**Department (Tenure Status):** Law (tenured Emeritus)

**Education:** PhD., Cornell University (1961); MA, Cornell University (1957); AB, Columbia University (1955)

**Academic Experience:**

- Professor, UC Berkeley (1980-present)
- Professor, UC San Diego (1971-80)

**Overseas Experience:** Australia, Sweden, Japan, UK, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):**

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** 4; Ocean law and policy, East Asian law

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** legal and constitutional history; federalism; civil liberties; East Asia

**Distinctions:**

- Fellow, American Academy of Arts and Sciences (2004)
- President, American Society for Legal History (2003-05)

**Recent Publications (number):** 1

- *Bayonets in Paradise: Martial Law in Hawai'i during World War II*, with Jane Scheiber. University of Hawaii Press (2016).
- *Inter-allied Conflict and Modern Ocean Law Origin, 1945-55.* Institute of European and American Studies, Taipei (2001).
- *Law of the Sea: The Common Heritage and Emerging Challenges.* Brill (2000)
- *Legal Cultures and Legal Profession* with Lawrence Friedman. American Academy of Arts and Sciences (1995)

**Number of Theses Supervised in Last Five Years:** 3

## SHARF, ROBERT

**Name (Title):** Sharf, Robert (Professor)

**Department (Tenure Status):** East Asian Languages and Cultures, Group in Buddhist Studies (tenured)

**Education:** PhD, University of Michigan (1988); MA, University of Toronto (1981); BA, University of Toronto (1979)

**Academic Experience:**

- Professor, UC Berkeley (2003-present)
- Associate Professor, University of Michigan (1995-2003)
- Assistant-Associate Professor, McMaster University (1989-95)

**Overseas Experience:** China, Korea, Taiwan, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4; Japanese 3; French 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 12; Buddhism; Chan and Zen; East Asian Tantra; Chinese and Japanese Religion; Theory and Method in the Study of Religion

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** East Asian Buddhism; theory and method in the study of religion

**Distinctions:**

- Arthur F. Thurnau Professorship for Distinguished Teaching (University of Michigan, 2002)

**Recent Publications (number):** 7

- “Buddha-nature, Critical Buddhism, and Early Chan,” *Critical Review for Buddhist Studies* 22, (2017)
  - “Buddhist Veda and the Rise of Chan,” in *Chinese and Tibetan Esoteric Buddhism*, ed. By Yael Bentor and Meir Shahar, Leiden: Brill, pp. 85-120 (2017)
  - “Is Mindfulness Buddhist? (And Why It Matters),” in *Transcultural Psychiatry* 52, no. 4, eds: David L. McMahan and Erik Braun, Oxford University Press, London, pp. 470-484 (2016)
  - “Mindfulness and Mindlessness in Early Chan,” in *Philosophy East & West* (2014)
  - “**Number of Theses Supervised in Last Five Years:** 4
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## SHIBAHARA, CHIKA

**Name (Title):** Shibahara, Chika (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, San Francisco State University (1993); MA, Kyoto Women’s University (1984); BA, Kyoto University (1981).

**Academic Experience:**

- Lecturer, UC Berkeley (1993-present)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Japanese Language (elementary, intermediate, advanced, business)

**Language Pedagogy:** MA in Teaching Japanese as a Second Language; annual Berkeley Language Center pedagogical training

**Research/Teaching Specialization:** Japanese pedagogy

**Distinctions:**

- Received a commendation for distinguished teaching 1993-2013 from the Dean of Arts and Humanities, UC Berkeley (2015)

**Recent Publications (number):** 2

- “Film as Source Material in Advanced Foreign Language Classes” with Mark Kaiser. *L2 Journal*, Volume 6, pp.1-13, (2014).
- “Developing students’ competences through films” Co-presented with mark Kaiser at Foreign Language Association of Northern California (2013)
- “A classroom experiment in adopting film” presented at Northern California Teachers Association of Japanese (2013)

**Number of Theses Supervised in Last Five Years:** n/a



## SHISHIDO, ZENICHI

**Name (Title):** Shishido, Zenichi (Visiting Professor)

**Department (Tenure Status):** Boalt School of Law (n/a)

**Education:** PhD, University of Tokyo (2007); JD, University of Tokyo (1980)

**Academic Experience:**

- Professor, Seikei School of Law (2009-present)
- Visiting Professor, Boalt School of Law, UC Berkeley (2002, 03, 05, 09, 2014, 2016); Harvard Law School (2005); Columbia University School of Law (1998-99)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Law and Business in Japan;

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Corporate law; commercial transactions; international transactions; law and economics

**Distinctions:**

**Recent Publications (number):** 0

- *Kaishaho nyumon* [An Introduction to Corporate Law], Nikkei 5<sup>th</sup> ed. (2006)
- *Ho to keizaigaku: Kigyo kanren – ho no mikuro keizaigakuteki kosatu* [Law and Economics: A micro-economic approach to Legal Issues in Business]. (Co-authored), Yuhikaku (2004)
- *Dokiduke no shikumi toshiten no kigyo: Insentibu sisutemu no hoseidoron* [The Firm as an Incentive Mechanism: The role of legal institutions]. Yuhikaku (2006).

**Number of Theses Supervised in Last Five Years:** None at Berkeley

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## SHUN, KWONG-LOI

**Name (Title):** Shun, Kwong-Loi (Recalled Professor, Emeritus)

**Department (Tenure Status):** Philosophy (tenured, Emeritus)

**Education:** PhD, Stanford University (1986); BPhil, Oxford University (1982); MPhil, University of Hong Kong (1978)

**Academic Experience:**

- Recalled Professor, UC Berkeley (2014-present)
- Professor, Chinese University of Hong Kong (2007-13)
- Professor, UC Berkeley (1996-2003)

**Overseas Experience:** UK, Hong Kong, Canada, Singapore

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5, Classical Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 3; Chinese philosophy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Confucius; Chinese philosophy

**Distinctions:**

- President, American Philosophical Association (Pacific Division) (2017-18)
- President, International Society for Chinese Philosophy (2014-15)

**Recent Publications (number):** 4

- “Le in the Analects,” in Goldin, Paul R., ed., *A Concise Companion to Confucius*, Wiley-Blackwell, 133-147 (2017)
- “Methodological Reflections on the Study of Chinese Thought,” in Tan, Sor-hoon, ed. *Bloomsbury Research Handbook on Methodology in Chinese Philosophy*, Bloomsbury Publishing, (2016)
- “Studying Confucian Ethics from the Inside Out,” *Dao* 15:4, 511-532 (2016)

**Number of Theses Supervised in Last Five Years:** none at Berkeley

## SIU, LOK

**Name (Title):** Lok, Siu (Associate Professor)

**Department (Tenure Status):** Ethnic Studies (tenured)

**Education:** PhD, Stanford University (2000); MA, Stanford University (1995); BA, UC Berkeley (1993)

**Academic Experience:**

- Associate Professor, UC Berkeley (2012-present)
- Associate Professor, UT Austin (2009-2012)
- Assistant Professor, NYU (2000-06)

**Overseas Experience:** Russia, Nicaragua, Guatemala, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5, Spanish 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** 2

**Language Pedagogy:** n/a

**Research/Teaching Specialization:**

**Distinctions:**

- Vice Chair, University of California Affirmative Action, Diversity, and Equity Committee (2017-18)
- Keynote speaker, International Conference on Orientalism and Asian and Arab Presence in the Hispanic and Lusophone World. St. Petersburg, Russia. (2013)

**Recent Publications (number):** 4

- “Comparative Raciality: Erasure and Hypervisibility of Asian and Afro Mexicans.” Co-written with Bettina Ng’weno. *Global Raciality*. Co-edited by Paola Bacchetta and Sunaina Maira. Routledge Press (forthcoming)
- Hemispheric Raciality: Yellowface and the Challenge of Transnational Critique.” *Asian Diasporic Visual Cultures and the Americas*. 2 pp. 163-179 (2016)
- “The Queen of the Chinese Colony: Contesting Nationalism, En-Gendering Diaspora” [2005] *In The Anthropology of Citizenship: A Reader*. Ed. By Sian Lazar, Wiley-Blackwell Press (2013)

**Number of Theses Supervised in Last Five Years:** 2

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## SORIANO, JON

**Name (Title):** Jon Ryan C. Soriano, Graduate student

**Department (Tenure Status):** History of Art (non-tenured)

**Education:** PhD candidate, UC Berkeley (current), MA, National Cheng-chi University (2012), MA, CSU Long Beach (2010), BA, CSULB (2009)

**Academic Experience:**

- GSI, UC Berkeley (2017-18)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 4, Filipino 2, Tibetan 2, Mongolian 2, Spanish 2, French 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 75%

**Courses Taught (number):** 3; History of Art; The Dot and the Line in East Asia; Sacred Arts of China; Food Writing Art Historically

**Language Pedagogy:**

**Research/Teaching Specialization:** Asian Art History, Chinese Buddhism, Tibetan Buddhism

**Distinctions:**

- Eugene Cota Robles Fellowship

**Recent Publications (number):** 2

- “A Fistful of Barley: Forming Tibetan Taipei,” *Room One Thousand* 3, 181-208 (2015)
- (Translator.) *A Promise to the Buddha: Devotion and Praxis in Buddhist Stelae Inscriptions*, edited by 顏娟英 YAN Chuan-ying. Taipei: Institute of History and Philology, Academia Sinica (2014)

**Number of Theses Supervised in Last Five Years:** n/a

## SPEAR, ROBERT C.

**Name (Title):** Spear, Robert C. (Professor Emeritus; Professor of the Graduate School)

**Department (Tenure Status):** Public Health (tenured, Emeritus)

**Education:** PhD, Cambridge University (1968); MS, UC Berkeley (1963); BS, UC Berkeley (1962)

**Academic Experience:**

- Professor, UC Berkeley (1970-present)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 2; Disease Control; Seminar on Public Health in China

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Engineering Aspects of Environmental and Occupational Health;

**Distinctions:**

- Friendship Award, State Council of the People's Republic of China, 2005
- Alfred W. Childs Distinguished Service Award, 2002-03, School of Public Health, Berkeley

**Recent Publications (number):** 1

- S. Wang, E.J. Carlton, L. Chen, and R.C. Spear, "Evaluation of an educational intervention on villagers knowledge, attitude, and behavior, regarding transmission of *S. japonicum* in Sichuan Province, China," *Acta Tropica* 127, (2013) 226-235.
- "Internal versus external determinants of *S. japonicum* transmission in irrigated agricultural villages," *J. Royal Soc. Interface* 9, (2012) 272-282
- "The challenge of effective surveillance in moving from low transmission to elimination of schistosomiasis in China," *Journal of Parasitology* 41, (2011) 1243-1247.

**Number of Theses Supervised in Last Five Years:** 3

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## SPOTO, MEREDITH

**Name (Title):** Spoto, Meredith (PhD Candidate, Law)

**Department (Tenure Status):** Law (non-tenured)

**Education:** PhD Candidate, UC Berkeley law (2013-present; degree expected 2019); BA, University of Chicago (2011)

**Academic Experience:**

- Lecturer, UC Berkeley (2016-17)
- Research Assistant, Supreme Court of California, Chambers of Associate Justice Godwin Liu (2016-present)
- Judicial Extern, Supreme Court of California (2015)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 2; Law and Society in Asia

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Asian law

**Distinctions:**

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## STERN, RACHEL E.

**Name (Title):** Stern, Rachel E. (Assistant Professor)

**Department (Tenure Status):** Law and Political Science (non-tenured)

**Education:** PhD, UC Berkeley (2009); BA, Wellesley College (2001)

**Academic Experience:**

- Non-Resident Senior Fellow, The Brookings Institution (2014-present)
- Assistant Professor, UC Berkeley (2012-present)
- Junior Fellow, Harvard University (2009-12)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 75%

**Courses Taught (number):** 4; Legal theory instruction; Chinese Law

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** international law and society; Chinese law

**Distinctions:**

- Fellow in the Public Intellectuals Program, National Committee on US-China Relations (2014-16)
- Research grant from the program on Globalization, Lawyers and Emerging Economies (GLEE) (2013)
- Milton Fund, Harvard University (2011)

**Recent Publications (number):** 6

- “Political Reliability and the Chinese Bar Exam,” *Journal of Law & Society* (forthcoming)
- “Activist Lawyers in Post-Tiananmen China,” *Law & Social Inquiry* (forthcoming)
- “The Outpost Office: How International Law Firms Approach the China Market,” with Su Li, *Law & Social Inquiry* 41:1, pp. 184-211 (2016)
- “The Authoritarian Logic of Regulatory Pluralism: Understanding China’s New Environmental Actors,” (with Benjamin Van Rooij and Kathinka Furst). *Regulation & Governance*, 10:1, pp. 3-13 (2016)
- **Number of Theses Supervised in Last Five Years:** 2

## STOVER, ERIC

**Name (Title):** Stover, Eric (Adjunct Professor and Faculty Director)

**Department (Tenure Status):** Law, Public Health/Human Rights Center (non-tenured)

**Education:** PhD (honorary), Colorado College (2004); BA, Colorado College (1974)

**Academic Experience:**

- Faculty Director, Human Rights Center, UC Berkeley (1996-present)
- Adjunct Professor, UC Berkeley (1996-present)

**Overseas Experience:** Great Britain, Uganda, Yugoslavia, Kosovo, Brazil, Cambodia Indonesia, Burma

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Spanish 4, Portuguese 3, French 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 20%

**Courses Taught (number):** 2; International Human Rights Law Clinic

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International human rights, forced labor, international humanitarian law

**Distinctions:**

- “Best Human Rights Book of 2005,” for *Witnesses: War Crimes*. American Political Science Association
- “Notable Book of the Year for 1999,” for *Witnesses from the Grave: the Stories Bones Tell*. New York Times Book Review

**Recent Publications (number):** 2

- *Hiding in Plain Sight: The Pursuit of War Criminals from Nuremberg to the War on Terror*, co-authored with Victor Peskin and Alexa Koenig, University of California Press (2016)
- *The Guantanamo Effect: Exposing the Consequences of US detention and Interrogation Practices*, co-authored with Laurel Emile Fletcher, University of California Press (2009)
- *The Witnesses: War Crimes and the Pursuit of Justice in The Hague*, University of Penn Press (2005)

**Number of Theses Supervised in Last Five Years:** 3

## TACKETT, NICOLAS

**Name (Title):** Tackett, Nicolas (Associate Professor)

**Department (Tenure Status):** History (tenured)

**Education:** PhD, Columbia University (2006); MA, MPhil, Columbia University (2002); BA, Stanford University (1998)

**Academic Experience:**

- Associate Professor, UC Berkeley (2013-present)
- Assistant Professor, UC Berkeley (2009-2013)
- Lecturer, University of Tennessee, Knoxville (2006-07)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4, Japanese 3, French 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; Tang-Song China; Borders and Ethnicity in Pre-Modern China

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese elite society (9<sup>th</sup> to 11<sup>th</sup> centuries), Late Tang capital cities, Song-Liao border during the 11<sup>th</sup> century, death and death rituals

**Distinctions:**

- James Henry Breasted Prize (2015)
- ACLS Digital Innovation Fellowship (2014-15)
- UC President's Faculty Research Fellowship (2011-12)

**Recent Publications (number):** 5

- *The Origins of the Chinese Nation*, Cambridge University Press (2017)
- *The Destruction of the Medieval Chinese Aristocracy*. Harvard-Yenching Institute Monograph Series (2014)
- "The Impact of Late Tang Hebei on the Development of Early Song Elite Culture. *Tang yanjiu* 19, pp. 251-281, (2013)

**Number of Theses Supervised in Last Five Years:** 4

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## TAKATA, MAKI

**Name (Title):** Takata, Maki (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, San Francisco State University (2005); BA, San Francisco State University (2001); BA, Kansai Gaidai University, Osaka, Japan (1998)

**Academic Experience:**

- Lecturer, UC Berkeley (2006-present)
- Instructor, Golden Gate Institute (2001-present)
- Instructor, Japan Society of Northern California (2005-07)
- Teaching Assistant, San Francisco State University (2005-06)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5, Spanish 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Japanese language (elementary, intermediate, advanced)

**Language Pedagogy:** MA in Teaching Japanese as a Second Language; annual Berkeley Language Center pedagogical training (most recent 2013-14)

**Research/Teaching Specialization:** Teaching Japanese language

**Distinctions:** n/a

**Recent Publications (number):** 0

- "Nihongo gakusyuu no genzai to korekara: No. 22" [Now and Then of Japanese Language Learning: No. 22] *Nichi-Bei Times*, November 2006

**Number of Theses Supervised in Last Five Years:** n/a

## TANSMAN, ALAN

**Name (Title):** Tansman, Alan (Professor)

**Department (Tenure Status):** East Asian Languages and Cultures (tenured)

**Education:** PhD, Yale University (1989); MSJ, School of Journalism Columbia University (1982); BA, Columbia University (1981)

**Academic Experience:**

- Agassiz Professor of Japanese, UC Berkeley (2003-present)
- Director, Townsend Center for the Humanities (2012-2016)
- Chair, Center for Japanese Studies, UC Berkeley (2005-2007)
- Assistant Professor, Dartmouth College (1989-95)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4; Spanish 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 10; The Crisis of Modernity and the Question of Cultural Identity in Modern Japanese Literature; Memory and Catastrophe: Japanese and Jewish Responses to the Events of the Second World War; Modern Japanese Literature—a Survey; Texts and Contexts: Interpreting East and West; Readings in Postwar Japanese Literature;

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Modern Japanese fiction; Japanese literature and culture of the 1930s; Japanese popular music and culture; Literature and fascism; the literature of catastrophe in Japanese and Jewish culture

**Distinctions:**

- Georgetown School of Foreign Service, Research Grant (2000)
- Japan Foundation Research Scholar Grant (1993)

**Recent Publications (number):** 1

- *Tokyo as an Idea and Other Essays* by Isoda Koichi. Trans., with Dennis Washburn. UC Press (forthcoming).
- *The Culture of Japanese Fascism*. Duke University Press (2009)
- *The Aesthetics of Japanese Fascism*. University of California Press (2009)

**Number of Theses Supervised in Last Five Years:** 6

## TSAI, CHEN-HUI

**Name (Title):** Tsai, Chen-Hui (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, University of Iowa (2014); MA, University of Iowa (2005); BA, National Taiwan University (1997)

**Academic Experience:**

- Lecturer, UC Berkeley (2011-present)
- Adjunct Instructor, Michigan State University (2010-11)

**Overseas Experience:** Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Elementary Chinese, Intermediate Chinese, Advanced Chinese

**Language Pedagogy:** Task-based learning, flipped instruction, multiliteracies framework; Digital pedagogy fellow

**Research/Teaching Specialization:** computer assisted language learning; educational technology; Chinese language acquisition

**Distinctions:**

- SIG Award, Chinese Language Teacher Association in U.S. (2017-18)
- Berkeley Language Center Fellowship (2013)
- Kenneth T. Key Fellowship, University of Iowa (2011)

**Recent Publications (number):** 2

- “Integrating Technology into the Teaching of Chinese Language and Culture” presentation at the CLTA Annual Conference, Herndon, VA (2018)
- *Introduction to Standard Chinese Pinyin System*, with Helen Shen and Yunong Zhou. Beijing Language and Culture Press, 2<sup>nd</sup> Ed (2017)
- Book review on *Encounters: Chinese Language and Culture*, by Cynthia Ning and John S. Montanaro. *China Review International*, Vol. 20, Nos. 1&2, pp. 158-62 (2013)

**Number of Theses Supervised in Last Five Years:** n/a

## **TSENG, WINSTON**

**Name (Title):** Tseng, Winston (Lecturer)

**Department (Tenure Status):** Public Health (non-tenured)

**Education:** PhD, UC San Francisco (2007)

**Academic Experience:**

- Lecturer, UC Berkeley (2008-present)
- Assistant Adjunct Professor, UC San Francisco (2011-present)
- Co-Chair, Health Workgroup, UC Asian and Pacific Islander Multicampus Research Group (2012-present)

**Overseas Experience:** Taiwan, China, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5, Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 3; Community Health and Human Development

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Asian and Pacific Islander health; Asian health assessments

**Distinctions:**

**Recent Publications (number):** 3

- Ethnicity, Socioeconomic Status, and Overweight in Asian American Adolescents, *Preventive Medicine Reports*, 4, with W.K. Cook, R. Bautista & I. John, pp. 233-237 (2016)
- “Worker Wellness and Participation: China Worker Wellness Project” in *Pain, Sadness, and Others: A Reflection on Fieldwork*, ed. by G. Miyabara, pp. 5-31, Osaka University Global Collaboration Center (2015)
- Chung K, Ivey, SL, Guo W, Chung K, Nguyen, C, Tseng W, “Knowledge, attitudes, and practice towards epilepsy (KAPE) survey of Chinese and Vietnamese college students in the US,” *Berkeley Scientific Journal*, Vol. 13.2 (2010), 39-44.

**Number of Theses Supervised in Last Five Years:** n/a

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## **TSULTEM, URANCHIMEG**

**Name (Title):** Tsultem, Uranchimeg (Co-Chair of the UC Mongolia Initiative, Lecturer)

**Department (Tenure Status):** Mongolia Initiative at Institute of East Asian Studies (non-tenured)

**Education:** PhD, UC Berkeley (2009); MA, University of Arts and Culture, Mongolia (1995); BA, University of Arts and Cultures, Mongolia (1994)

**Academic Experience:**

- Lecturer, History of Art, UC Berkeley (2009-2017)
- Associate Professor, National University of Mongolia (2012-14)
- Visiting Professor, University of Arts & Cultures, Mongolia (2015-16)

**Overseas Experience:** Mongolia, China, Russia, South Korea

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mongolian 5; Russian 4; Hungarian 4; Japanese 2; Chinese 3; Tibetan 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 90%

**Courses Taught (number):** 4; Arts of China; Arts of Tibet; Himalayan Art; Arts of Mongolia; Introduction to Asian Art; Art and Archaeology of the Silk Road; Buddhist Arts of Asia; Buddhist Art and Architecture of Asia.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Mongolian & Tibetan art; Buddhist art; Contemporary Asian arts

**Distinctions:**

- American Council of Learned Societies/Robert Ho Foundation Collaborative Grant, (2014-16)
- Kluge Postdoc Fellowship, Library of Congress (2013)

**Recent Publications (number):** 4

- “Buddhist Art of Mongolia,” in Morris Rossabi ed., *Mongol Art: A History* (forthcoming: New York: Rowman and Littlefield, 2018).
- “Struggle Through Socialism and Survival in Modernity,” in Morris Rossabi ed., *Mongol Art: A History* (forthcoming: New York: Rowman and Littlefield, 2018).
- “Carving and Sculpture” and “Drawing, Painting, Calligraphy, Printing, and Paper,” in Haruhiko Fujita ed., *Encyclopedia of Asian Design*, vol. 2, “Mongolia” section. London: Berg Publishers (2017).

**Number of Theses Supervised in Last Five Years:** n/a

## UENO, KEN

**Name (Title):** Ueno, Ken (Associate Professor)

**Department (Tenure Status):** Music (tenured)

**Education:** PhD, Harvard University (2005); MMA, Yale School of Music (1999); MM, Boston University (1997)

**Academic Experience:**

- Assistant-Associate Professor, UC Berkeley (2008-present)
- Assistant Professor, U Mass Dartmouth (2004-08)

**Overseas Experience:** South Korea; Thailand; Mexico; Italy; Cuba; China; Hong Kong

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 3, Korean 2, Spanish 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 30%

**Courses Taught (number):** 3; Music analysis; graduate composition seminar

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Film scoring and composition

**Distinctions:**

- Mellon Visiting Artist at the Susan and Donald Newhouse Center for the Humanities at Wellesley College (2017)
- New Music USA Project Grant (2016)
- MAP Fund Grant (2015)

**Recent Publications (number):** 3

- “Future Lilacs” in *Color Theory* XAS 102 (2017)
- “Spring Encounters: Ken Ueno, Reflections on the Rite,” Will Robin, editor (2012)
- *Reclaiming the Aura: B.B. King in the Age of Mechanical Reproduction in Philosophy for Everyone: Thinking Deep about Feeling Low*, John Wiley & Sons Inc. (2011)

**Number of Theses Supervised in Last Five Years:** 2

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## VAN VLEET, STACEY

**Name (Title):** Van Vleet, Stacey (Visiting Lecturer)

**Department (Tenure Status):** History, East Asian Languages and Cultures (non-tenured)

**Education:** PhD. Columbia University (2015); MPhil, Columbia University (2010); MA, Columbia University (2009)

**Academic Experience:**

- Visiting Lecturer, UC Berkeley (2014-present)
- Teaching Fellow, Columbia University (2008-12)
- Teaching Assistant, University of Colorado (2002-04)

**Overseas Experience:** China, India, Tibet

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Classical & Mandarin Chinese 4, Classical & colloquial Tibetan 4, Classical & Khalkha Mongolian 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 3; Science & Society in Late Imperial China, Contemporary Tibet, Politics of Modern Tibet

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** History of China & Inner Asia; History of Religion, Science & Medicine

**Distinctions:**

- Mellon/ACLS Dissertation Completion Fellowship, American Council of Learned Societies (2013-14)
- Andrew W. Mellon Research Fellowship at the Needham Research Institute, Cambridge, UK (2013)

**Recent Publications (number):** 3

- Book Review: “Being Human in a Buddhist World: An Intellectual History of Medicine in Early Modern Tibet” (2015) by Janet Gyatso. *Journal of Asian Studies* 76(1), (2017)
- “Medicine as Impartial Knowledge: The Fifth Dalai Lama, the Tsarong school, and debates of Tibetan medical orthodoxy,” Book chapter in *The Tenth Karmapa and Tibet’s Turbulent Seventeenth Century*, SerIndia Publications. (Invited contribution.) (2016)

**Number of Theses Supervised in Last Five Years:** n/a



## VARSAÑO, PAULA

**Name (Title):** Varsano, Paula (Associate Professor, and Chair, Department of East Asian Languages and Cultures)

**Department (Tenure Status):** East Asian Languages and Culture (tenured)

**Education:** PhD, Princeton University (1988); MA, Princeton University (1983); BA, Yale University (1980)

**Academic Experience:**

- Associate Professor, UC Berkeley (2004-present)
- Associate Professor, Smith College (1997-2003)
- Visiting Assistant Professor, University of Montreal (1989-97)

**Overseas Experience:** Shanghai (1984-85, 85-86); Tianjin, China (1995); Paris, France; China (2004)

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** French 5; Mandarin Chinese 4; Classical Chinese 4; Spanish 2; Japanese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 95%

**Courses Taught (number):** 9; Introduction to Premodern Chinese Literature; Classical Chinese Language; Tang Dynasty Poetry and Poetic Writing; Languages of Mortality in Traditional Chinese Writings; Sinological Methods

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese poetry and poetics; poetic culture; rhetoric

**Distinctions:**

- The French-American Foundation and Florence Gould Foundation Eighth Annual Translation Prize: Finalist in Non-Fiction Category, for *In Praise of Blandness*, by Francois Jullien, New York: Zone Books, 2004
- Honorary Research Associate of Centre d'études de l'Asie de l'Est, Université de Montreal (2000)

**Recent Publications (number):** 2

- *The Rhetoric of Hiddenness in Traditional Chinese Culture*, edited volume. SUNY Press (2016)
- "Do you see what I see? Visuality and the Formation of the Chinese Intertextual Landscape," *Chinese Literature: Essays, Articles, Reviews CLEAR*, vol. 25 (2013), 31-57.
- "Disappearing Objects/Elusive Subjects: Writing Mirrors in Medieval China." *Representations* 124 pp. 96-124 (2013).
- *Tracking the Banished Immortal: The Poetry of Li Bo and its Critical Reception*. Univ. of Hawaii Press (2003)

**Number of Theses Supervised in Last Five Years:** 3

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## VOGEL, STEVEN

**Name (Title):** Vogel, Steven (Professor)

**Department (Tenure Status):** Political Science (tenured)

**Education:** PhD, UC Berkeley (1993); BA, Princeton University (1983)

**Academic Experience:**

- Professor, UC Berkeley (2006-present)
- Associate-Professor, UC Berkeley (1999-2006)
- Assistant Professor, Harvard University (1995-99)
- Assistant Professor, UC Irvine (1993-95)

**Overseas Experience:** Japan, France

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4, French 3, Chinese 1, Russian 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 70%

**Courses Taught (number):** 10; Northeast Asian Politics—Japan; Japanese Politics and Political Economy, Pro-seminar in Japanese Studies

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japanese politics and political economy; comparative political economy

**Distinctions:**

- Faculty Award for Outstanding Mentorship of Graduate Student Instructors (2005)
- Northern California Association of Phi Beta Kappa Teaching Excellence Award (2002)
- Masayoshi Ohira Memorial Book Prize for *Freer Markets, More Rules* (1998)

**Recent Publications (number):** 3

- *Marketcraft: How Governments Make Markets Work*, Oxford (2018)
- "Japan's Information Technology Challenge," in Dan Breznitz and John Zysman, eds., *The Third Globalization: Can Wealthy Nations Stay Rich in the Twenty-First Century?*, Oxford (2013)
- "What Ever Happened to Japanese Electronics?," *The Asia-Pacific Journal* (2013)

**Number of Theses Supervised in Last Five Years:** 15

## VOLPP, SOPHIE

**Name (Title):** Volpp, Sophie (Associate Professor)

**Department (Tenure Status):** East Asian Languages and Cultures & Comparative Literature (tenured)

**Education:** PhD, Harvard University (1992); MA, Harvard University (1988); BA, Harvard University

**Academic Experience:**

- Associate Professor, UC Berkeley (2005-present)
- Interim Chair, Center for Chinese Studies (2014-15)
- Assistant-Associate Professor, UC Davis (2005-2005)

**Overseas Experience:** Taiwan, China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Chinese Vernacular Fiction and Drama; Seminar in Chinese Drama

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Late-imperial Chinese fiction and drama

**Distinctions:**

- American Council of Learned Societies (Ryskamp Fellowship)
- University of California President's Fellowship in Humanities

**Recent Publications (number):** 0

- *Worldly Stage: the Figure of the Theater in Seventeenth Century China*, Harvard University Press. (2011)
- "Wu Lanzheng's *Jiang Heng Qiu*" *Journal of Theater Studies*, Vol 2.8 (2011), 113-138.

**Number of Theses Supervised in Last Five Years:** 2

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## VON ROSPATT, ALEXANDER

**Name (Title):** Von Rospatt, Alexander (Professor)

**Department (Tenure Status):** South and Southeast Asian Studies (tenured)

**Education:** Post-doctoral habilitation, University of Hamburg (2001); PhD, University of Hamburg (1993); MA, University of Hamburg (1988); BA, University of London (1985)

**Academic Experience:**

- Professor, UC Berkeley (2003-present)
- Visiting Professor, International College for Postgraduate Buddhist Studies at Tokyo (2014)
- Visiting Research Professorship at the Ludwig Maximilians University Munich (2011-12)

**Overseas Experience:** Germany, UK, Austria, Japan, Nepal, France

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** German 5, Sanskrit 3, Tibetan 3, French 3, Chinese 2, Italian 2, Japanese 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 9; South Asian Buddhism; reading in Indian Buddhist texts

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Buddhist and South Asian studies

**Distinctions:**

- Directeur d'Études at the École Pratique des Hautes Études – Section des Sciences religieuses, PLS Research University Paris (2017)
- Visiting Professor, International College for Postgraduate Buddhist Studies at Tokyo (2014)

**Recent Publications (number):** 4

- "The Roots of Violence: Society and the Individual in Buddhism and Girard" with Jacob Dalton, in Wolfgang Palaver and Richard Schenk, eds., *René Girard and World Religions*, East Lansing, Michigan State University Press (forthcoming in 2018)
- "The Mural Paintings of the Svayambhūpurāṇa at the Shrine of Śāntipur, and their Origins with Pratāpa Malla." in Benjamin E. Bogin and Andrew Quintman, eds., *New Research in Himalayan Passages in Honor of Hubert Declerq*. Somerville, MA: wisdom Publications, pp. 45-68 (2014)
- "Negotiating the Passage beyond a Full Span of Life: Old Age Rituals among the Newars," in *South Asia: Journal of South Asian Studies*, Vol. 37, issue 1, pp. 104-129 (2014)

**Number of Theses Supervised in Last Five Years:** 11

## WADE, BONNIE

**Name (Title):** Wade, Bonnie (Professor Emerita)

**Department (Tenure Status):** Music (tenured, Emerita)

**Education:** PhD, UCLA (1971); MA, UCLA (1967); BA, Boston University (1963)

**Academic Experience:**

- Assistant-Professor, UC Berkeley (1976-2016)
- Chair, Group in Asian Studies, UC Berkeley (2000-2016)
- Assistant Professor, Brown University (1971-75)

**Overseas Experience:** India, Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 3; German 3; Hindi 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 75%

**Courses Taught (number):** 3; Music of the East Asia Tradition (China, Korea, Japan); Music of Japan

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Japan and India; East Asia and South Asia

**Distinctions:**

- Elected membership in Toyo Ongaku Gakkai
- President of the Society of Ethnomusicology (1998-2002)
- Vice President of the American Musicological Society (1991-93)

**Recent Publications (number):** 0

- *Thinking Musically, Experiencing Music, Expressing Culture*. Oxford University Press (2004; 2nd edition, 2009)
- *Music in Japan*. Oxford University Press. (2005)

**Number of Theses Supervised in Last Five Years:** 2

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## WALLACE, JOHN

**Name (Title):** Wallace, John R. (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, Stanford University (1991); MA, Stanford University (1986, 1981); BA, University of Oklahoma (1977)

**Academic Experience:**

- Lecturer, UC Berkeley (2003-current); Visiting Assistant Professor (1998-99)
- Acting Assistant Professor, Stanford University (1999-2003)
- Lecturer, UC Davis (2002-04)
- Assistant Professor, University of Wisconsin (1991-98)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 4, Classical Japanese 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 8; Classical Japanese Literature and Grammar; Classical Japanese Poetry

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Classical Japanese literature; women's memoirs of the Heian period; Waka poetry; Haiku poetry; romantic values in China, Korea and Japan; culture of tea.

**Distinctions:**

- Phi Beta Kappa Northern California Association Award for Teaching Excellence (2003)
- Fulbright Faculty Research Abroad at University of Tokyo, one-year appointment (1995-96)

**Recent Publications (number):** 0

- "Nijō." In *Great Lives from History: The Middle Ages: 477-1453*. Ed. Shelly Wolbrink. Salem Press, Inc. (2005)
- "Chikamatsu Monzaemon." in *Great Lives from History: The Seventeenth Century, 1601-1700*. Ed. Larissa Juliet Taylor and Frank Northen Magill. Salem Press, Inc. (2005)
- "Composition of the renga masterpiece Minase sangin Hyakuin," in *Great Events from History: The Renaissance & Early Modern Era, 1454-1600*. Ed. Christina J. Moose. Salem Press, Inc. (2005)
- *Objects of Discourse: Memoirs by Women of Heian Japan*, Center for Japanese Studies, University of Michigan, (2005)

**Number of Theses Supervised in Last Five Years:** n/a

## WALLACE, NORIKO KOMATSU

**Name (Title):** Wallace, Noriko Komatsu (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** BA, Gakushuin University, Japan (1974)

**Academic Experience:**

- Lecturer, UC Berkeley (1994-present)
- Lecturer, Stanford University (1989-1991, 1994)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Japanese Language (elementary, intermediate, advanced, 4<sup>th</sup> and 5<sup>th</sup> year, intermediate and advanced heritage classes)

**Language Pedagogy:** Annual Berkeley Language Center pedagogical training; training at the National Language Research Institute, Tokyo; ACTF Oral Proficiency Interview (OPI), “Language Teaching & Technology Seminar” by BLC

**Research/Teaching Specialization:** Language and culture in teaching Japanese

**Distinctions:**

- Berkeley Language Center Fellowship (2014-15), for developing Japanese language placement test
- Berkeley Language Center Fellowship (2013-14), for developing Japanese language placement test

**Recent Publications (number):** 1

- “Developing an Online Placement Test for the Japanese Program at UCB,” BLC Fellow presentation at the Berkeley Language Center, May 1, 2015.
- *Elementary Japanese: Volume One*. Tuttle Publishing (2005)

**Number of Theses Supervised in Last Five Years:** n/a

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## WARD, CHELSEA MORGEN

**Name (Title):** Ward, Chelsea Morgen (Doctoral Student, Graduate Student Instructor)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA/PhD, UC Berkeley (expected 2021); BA, Columbia University (2009)

**Academic Experience:**

- Graduate Student Instructor, UC Berkeley (2016-17)

**Overseas Experience:** Japan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese, 4; Chinese, 3.5; Spanish, 4; French, 2; Catalan, 2; German, 1.5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 2; Japanese Language and Japanese literature-themed R&C course

**Language Pedagogy:** Japanese language pedagogy/training in relation to teaching first-year Japanese

**Research/Teaching Specialization:** Modern Japanese literature, with an emphasis on the interconnections between a multilingual colonial environment, modernist literature, and theories of perception (neuroscience and classical East Asian theories of the body)

**Distinctions:**

- Regents Scholar, UC Berkeley (2013-present)

**Recent Publications (number):** n/a

**Number of Theses Supervised in Last Five Years:** n/a

## WELLS, MATTHEW

**Name (Title):** Wells, Matthew (Associate Visiting Professor)

**Department (Tenure Status):** East Asian Languages and Culture (Visiting Professor Fall 2016)

**Education:** PhD, University of Oregon (2006); MA, University of Oregon (2001); BA, University of Washington (1997)

**Academic Experience:**

- Visiting Professor, UC Berkeley (2016)
- Research Fellow, Academia Sinica, Taipei (2013)
- Professor, University of Kentucky (2009-present)
- Assistant Professor, Eastern Oregon University (2006-2009)

**Overseas Experience:** China, Taiwan

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 3

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 3

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Life writing (autobiography, biography and hagiography); Daoism; early Chinese historiography and literary theory

**Distinctions:**

**Recent Publications (number):** 2

- *The Biography of Lord Pei (Peijun zhuan)*, with Jonathan Pettit. University of Hawaii Press (forthcoming)
- “From Spirited Youth to Loyal Official: Life Narrative and Didacticism in the Jinshu Biography of Wang Dao” *Early Medieval China* (2015)
- *To Die and Not Decay: Autobiography and the Pursuit of Immortality in Early China*. Association for Asian Studies (2009)

**Number of Theses Supervised in Last Five Years:** none at Berkeley

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## WHITAKER, REID

**Name (Title):** Whitaker, Reid (Graduate Student Instructor)

**Department (Tenure Status):** Jurisprudence and Social Policy (non-tenured)

**Education:** PhD, UC Berkeley (in progress), JD, Stanford (Expected 2020), MA, UC Berkeley (2017), BA, Carleton College (2014)

**Academic Experience:**

- Graduate Student, UC Berkeley (2015-16)

**Overseas Experience:** Taiwan, Hungary

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin-1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 10% (2015-16 academic year)

**Courses Taught (number):** 1; Law in Chinese Society

**Language Pedagogy:**

**Research/Teaching Specialization:** Law & Technology

**Distinctions:**

- Gerald Gunther Prize for Outstanding Performance (Torts) (2017)
- Gerald Gunther Prize for Outstanding Performance (Contracts) (2017)
- Phillip Selznick Fellowship (2015)
- Phi Beta Kappa (2014)

**Recent Publications (number):** 2

- Reid M. Whitaker, Gretchen E. Hofmeister, Daniela Kohen et als. “A Theoretical Mechanistic Study of the Asymmetric Desymmetrization of a Cyclic meso-Anhydride by a Bifunctional Quinine Sulfonamide Organocatalyst.” *Journal of Organic Chemistry*. (2017)
- Blance E. Hines, Reid M. Whitaker, Qingling Duan, Jessica Lasky-Su, et als, “RNA-Seq Transcriptome Profiling Identifies CRIPDL2 as a Glucocorticoid Responsive Gene that Modulates Cytokine Function in Airway Smooth Muscle Cells” *PLoS ONE* 9(6) (2014)

**Number of Theses Supervised in Last Five Years:** n/a

## WONG, WINNIE

**Name (Title):** Wong, Winnie (Associate Professor)

**Department (Tenure Status):** Rhetoric (tenured)

**Education:** PhD, Massachusetts Institute of Technology (2010); MS, MIT 2002; BA, Dartmouth College (2000)

**Academic Experience:**

- Associate Professor, Rhetoric, UC Berkeley (2017-present)
- Affiliated Faculty, History of Art, UC Berkeley (2014-present)
- Assistant Professor, Rhetoric, UC Berkeley (2010-13)

**Overseas Experience:** China, England, Italy, Germany, The Netherlands

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 60%

**Courses Taught (number):** 6; China in the Western Imagination; Theory of the Copy

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** History and present of artistic authorship, with a focus on China and West; high and low, true and fake, originality and imitation in China; Art+Village+City in the Pearl River Delta

**Distinctions:**

- Faculty Research Competitive Grant, Berkeley Center for China Studies (2017)
- Arts Research Center Fellow, UC Berkeley (2016)
- 2016 NEH Summer Institute, Cornell University (2016)

**Recent Publications (number):** 6

- *Learning from Shenzhen: China's Post-Mao Experiment from Special Zone to Model City*, co-edited with Mary Ann O'Donnell and Jonathan Back, University of Chicago Press (2017)
- "Lover of the Strange, Sympathizer of the Rude, Barbarianologist of the Farthest Peripheries," *Conjectures* series ed. D. Graham Burnett, *The Public Domain Review*, (2017)
- "Speculative Authorship and the City of Fakes," in "New Media, New Publics?" *Current Anthropology* 58:S15, (2017)

**Number of Theses Supervised in Last Five Years:** none yet.

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## WOOD, STEVEN A.

**Name (Title):** Wood, Steven A (Lecturer, continuing)

**Department (Tenure Status):** Haas School of Business, Economics and Policy Group (non-tenured)

**Education:** PhD, Claremont Graduate University; MA, Claremont Graduate University; BA, Whittier College

**Academic Experience:**

- Lecturer, UC Berkeley (2003-present)
- Chief Economist, Insight Economics, LLC (1993-present)
- Assistant Professor, Eastern Michigan University (1975-77)

**Overseas Experience:**

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):**

**Percentage of Teaching/Research Time Devoted to East Asian Studies:**

**Courses Taught (number):** 3; Macroeconomics Analysis; Macroeconomics in the Global Economy; International Trade

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** international trade; global economy; international trade

**Distinctions:**

- Earl F. Cheit Award for Excellence in Teaching, Undergraduate Program (2004)

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

## XIAO, QIANG

**Name (Title):** Xiao, Qiang (Adjunct Professor)

**Department (Tenure Status):** School of Information (non-tenured)

**Education:** MS, University of Notre Dame (1989); MS, University of Science and Technology of China, Hefei, PRC (1986)

**Academic Experience:**

- Adjunct Professor, UC Berkeley (2003-present)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 3; Blogging China; Digital Activism: China.

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Human rights in China; digital information from and about China; state censorship and control of the internet in China; mapping online political discourse in China.

**Distinctions:**

- MacArthur Fellow, The John D. and Catherine T. MacArthur Foundation, Chicago (2001-05)

**Recent Publications (number):** 1

- “From Grass-Mud Equestrians to Rights-Conscious Citizens: Language and Thought on the Chinese Internet” with Perry Link. *Restless China*, edited by Link, Richard Madsen, and Paul G. Pickowicz. Rowman & Littlefield Publishers, (2013)
- *HikingGFW* (<https://hikinggfw.org>): a bilingual website monitoring the Chinese Great Firewall (2013-present)
- *China Digital Times* Online blog and news aggregator site. 2003-present. [chinadigitaltimes.net](http://chinadigitaltimes.net).
- “China’s Internet Censors Fight a Losing Battle” *Asian Wall Street Journal*, 1 October 2005

**Number of Theses Supervised in Last Five Years:** 2

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## XIE, CHUNHONG

**Name (Title):** Xie, Chunhong (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** MA, Changchun Institute of Science and Technology; BA, Changchun Institute of Science and Technology

**Academic Experience:**

- Lecturer, UC Berkeley (2013-present)
- Lecturer, UNC Charlotte (2011-2013)
- Lecturer, Middlebury College Summer Intensive Program (2010)
- Lecturer, CET Academic Programs, Beijing (2006-2011)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 4; Elementary Chinese; Intermediate Heritage Chinese

**Language Pedagogy:** Global Connections Chinese Module

**Research/Teaching Specialization:** Elementary and advanced Chinese; Chinese linguistics and philology; modern Chinese literature

**Distinctions:**

- Berkeley Language Center Fellowship (2014-15)

**Recent Publications (number):** 0

**Number of Theses Supervised in Last Five Years:** n/a

## XUE, SUSAN

**Name (Title):** Xue, Susan (Head Librarian)

**Department (Tenure Status):** C.V. Starr East Asian Library (n/a)

**Education:** Certificate for Advanced Studies in Information Science and Policy (SUNY Albany (2004)  
MLIS, University of Western Ontario, Canada (1993); MA, People's University of China, Beijing (1985); BA,  
People's University of China

**Academic Experience:**

- Head Librarian, Information and Public Services Dept., Starr East Asian Library, UC Berkeley (2008-present)
- Head Librarian, Center for Chinese Studies Library (CCSL) (2005-07)
- Assistant Professor, University of Colorado Boulder (2002-05)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Mandarin 5, English 4

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Digital publishing, local historical materials in China, contemporary Chinese studies materials

**Distinctions:**

**Recent Publications (number):** 3

- Statistical Data in New Chinese Local Gazetteers 浅析新县志中的统计数据, in *Proceedings of International Symposium on Local Chronicles*, Beijing: The Office of Chinese Local Chronicles Group, pp. 607-25 (2017)
- Ma, Bie-Hwa, Deng, Shi, Xue, Susan, Leveraging NISO Standards and Best Practices to Improve Discovery and Access of Digital Resources. *International Journal of Librarianship*, 1 (1) pp. 17-37 (2016)
- "A Brief Summary of the Statistical System and Publications during the Republic Period (1912-1949)" in *Journal of Society for Chinese Studies Librarians*, 5, pp. 96-101 (2015)

**Number of Theses Supervised in Last Five Years:** n/a

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## YAMANAKA, KEIKO

**Name (Title):** Yamanaka, Keiko (Lecturer)

**Department (Tenure Status):** Ethnic Studies; International and Area Studies (non-tenured)

**Education:** PhD, Cornell University (1987); MS, Iowa State Univ. (1982); BA, Shizuoka Univ. Japan (1971)

**Academic Experience:**

- Lecturer, UC Berkeley (1992-present)
- Assistant Professor, Grinnell College (1989-92)

**Overseas Experience:** Japan, Nepal

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Japanese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 60%

**Courses Taught (number):** 6; Introduction to Asian Studies; Migration and Multiculturalism in Asia; Transnational Migration; Communities in the Asia-Pacific; Asian American Women: Theory and Experience; Asian American Family: Gender and Generation

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** International migration with emphasis on East Asia, esp. Japan; Asian American Studies with emphasis on gender

**Distinctions:**

- Professional Development Fund for UC Berkeley Lecturers, University of California, Berkeley (2006, 2009)
- The American Anthropological Assoc. "1997 Committee on Refugees and Immigrants Award for Best Paper"

**Recent Publications (number):** 0

- *Wind over Water: Migration Policies in an East Asian Context*, with David Haines and Shinji Yamashita. Berghahn Books (2012).
- "Immigration, Population and Multiculturalism in Japan," *Asia Program Special Report*, No. 141, July 2008
- *Japan's Declining Population: Clearly a Problem, But What's the Solution?* Ed. Mark Mohr. Woodrow Wilson International Center for Scholars (2008)

**Number of Theses Supervised in Last Five Years:** 3



## YEH, WEN-HSIN

**Name (Title):** Yeh, Wen-hsin (Professor; Morrison Professor of History)

**Department (Tenure Status):** History (tenured)

**Education:** PhD, UC Berkeley (1984); MA University of Southern California; BA, National Taiwan University

**Academic Experience:**

- Professor, UC Berkeley (1996-present)
- Senior Faculty Adviser to the Chancellor and Executive Vice Chancellor on China (2012-present)
- Director, Institute of East Asian Studies, UC Berkeley (2007-13)
- Assistant/Associate-Professor, UC Berkeley (1987-1996)

**Overseas Experience:** Taiwan, China, Japan, South Korea, Australia, Germany

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5; Japanese 3; German 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 10; People and Politics in Beijing and Shanghai, 1900-1950; Elite Culture and Society in Ming-Qing China; Modern Chinese Nationalism; Shanghai and Chinese Modernity; Late Imperial and Modern China;

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** 19<sup>th</sup> and 20<sup>th</sup> century Chinese history; the origins of communism

**Distinctions:**

- Top University Strategic Alliance Research Grant, UC Berkeley (2014-16)
- Haas Faculty Research Award, UC Berkeley (2013-14)

**Recent Publications (number):** 2

- “Rethinking Modern China: The Question of Knowledge,” an afterword in Robert Culp, Eddy U & Wen-hsin Yeh, eds., *Knowledge Acts in Modern China: Ideas, Identities, and Institutions*. IEAS, UC Berkeley (2016)
- *Minguo zhishiren lichen yu tupu* [Republican Chinese Intellectuals: Profiles, Passages, and Politics]. Beijing: Sanlian Bookstore (2015)

**Number of Theses Supervised in Last Five Years:** 12

## YUCHTMAN, NOAM

**Name (Title):** Yuchtman, Noam (Associate Professor)

**Department (Tenure Status):** Haas School of Business (tenured)

**Education:** PhD, Harvard University (2010); BA, Williams College (2005)

**Academic Experience:**

- Associate Professor, UC Berkeley, (2016-present)
- Assistant-Professor, UC Berkeley (2010-2016)
- Visiting Fellow, University of Munich (2013)

**Overseas Experience:** China, Hong Kong, Germany, Great Britain, France

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 1; Hebrew 2; Spanish 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 25%

**Courses Taught (number):** 3; Introduction to International Business

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** political behavior, educational institutions, human capital and historical development, labor market institutions and contract enforcement, law and economics, political institutions

**Distinctions:**

- Research Associate, National Bureau of Economics Research (2017-present)
- Schwabacher Fellowship (2015)
- Garwood Center for Corporate Innovation Research Grant, Berkeley (2013)
- Cheit Award for Excellence in Teaching, Haas School of Business, UC Berkeley (2012)

**Recent Publications (number):** 5

- “Curriculum and Ideology,” *Journal of Political Economy*, 125(2), pp. 338–392 (joint with Davide Cantoni, Yuyu Chen, David Y. Yang, and Y. Jane Zhang) (2017)
- “Teaching to the Tests: An Economic Analysis of Traditional and Modern Education in Late Imperial and Republican China,” *Explorations in Economic History*, 63, pp. 70–90 (2017)
- “Intergenerational Mobility and Institutional Change in 20th Century China,” *Explorations in Economic History*, 58, pp. 44–73, joint with Yuyu Chen, Suresh Naidu, and Tinghua Yu (2015)
- **Number of Theses Supervised in Last Five Years:** 9

## ZHANG, LIHUA

**Name (Title):** Zhang, Lihua (Lecturer)

**Department (Tenure Status):** East Asian Languages and Cultures (non-tenured)

**Education:** PhD, UC Berkeley (1993); MA, University of Alberta (1987); BA, Fudan University (1976)

**Academic Experience:**

- Lecturer, UC Berkeley (2000-present)
- Instructor, UC Berkeley Extension (1997-2003)
- Instructor, Ohlone College (1999-2000)

**Overseas Experience:** China, Germany, Canada

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5; German 4; French 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** 6; Chinese Language, all levels, all tracks

**Language Pedagogy:** PhD in Linguistics; Berkeley Language Center grant for “Teaching Chinese Culture and Communicative Discourse through Film; First Heritage Summer Research Institute; CALPER summer workshops

**Research/Teaching Specialization:** Language acquisition and pedagogy, applied linguistics

**Distinctions:**

- Center for Chinese Studies Faculty Research Grants (\$1000 each AY) (2008-present)

**Recent Publications (number):** 3

- With Claire Kramsch, *The Multilingual Instructor*. Oxford: Oxford University Press (2018)
- With Claire Kramsch, “*The Legitimacy Gap: Multilingual Language Teachers in an Era of Globalization*,” in Jessner, Ulrike and Kramsch, Claire (Eds.), *The Multilingual Challenge. Cross-Disciplinary Perspectives*, pp. 87-113 (2015)
- “College Chinese Heritage language learners’ implicit knowledge of compound sentences”, in *Heritage Language Journal*, 11(1), pp. 45–75 (2014)

**Number of Theses Supervised in Last Five Years:** n/a

## ZHOU, PETER X.

**Name (Title):** Zhou, Peter X. (Assistant University Librarian and Director, C.V. Starr East Asian Library)

**Department (Tenure Status):** C.V. Starr East Asian Library

**Education:** PhD, University of Illinois, Urbana-Champaign (1990); MS, University of Illinois, Urbana-Champaign (1991); MA, Wuhan University, China (1981); BNA, Anhui University, China (1979)

**Academic Experience:**

- Director, C.V. Starr East Asian Library, UC Berkeley (2000-present)
- Affiliated Professor, Wuhan University (2008-present)
- Assistant University Librarian, UC Berkeley (2000-present)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5; Japanese 1; Korean 1

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 100%

**Courses Taught (number):** n/a

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Chinese library research literature; bibliography; Chinese linguistics, classics

**Distinctions:**

- Henry Luce Foundation Grant Award (2012-14)
- Henry Luce Foundation Award (2006)
- Korean Foundation Grant for North American Consortium (2002-14)

**Recent Publications (number):** 3

- *Bokelai Jiazhou daxue dongya tushuguan cang Song Yuan zhenben congkan* 柏克萊加州大學東亞圖書館藏宋元珍本叢刊 with Deborah Rudolph (Song and Yuan editions in the C. V. Starr East Asian Library, University of California, Berkeley). Beijing: Zhonghua shuju, 2014.
- *Bokelai Jiazhou daxue Dongya tushuguan cang Song Yuan zhenben tulu* 柏克萊加州大學東亞圖書館藏宋元珍本圖錄 (An illustrated catalog of Song and Yuan editions in the C. V. Starr East Asian Library, University of California, Berkeley). Beijing: Zhonghua shuju, 2014.

**Number of Theses Supervised in Last Five Years:** n/a

## ZHOU, QING

**Name (Title):** Zhou, Qing (Assistant Professor)

**Department (Tenure Status):** Psychology (non-tenured)

**Education:** PhD, Arizona State University (2006); MA, Arizona State University (2001); BS, Beijing Normal University, China (1998)

**Academic Experience:**

- Assistant Professor, UC Berkeley (2007-present)

**Overseas Experience:** China

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 5

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 50%

**Courses Taught (number):** 3; Psychology, with a focus on China and Asian Americans

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Understanding the developmental pathways towards behavioral problems and competence in childhood and adolescence

**Distinctions:**

- Hellman Family Fund grant, \$40,000 (2010-11)
- Foundation for child Development Young Scholars Award (2007)
- Graduate Fellow of the American Academy of Political and Social Science (2006)

**Recent Publications (number):** 7

- “Multi-level family factors and affective and behavioral symptoms of oppositional defiant disorder in Chinese children,” with Tang, Y., Lin, X., Chi, P., & Hou, X *Frontiers in Psychology*, 8, 1123. DOI: 10.3389/fpsyg.2017.01123 (2017)
- “The family and individual risk and protective factors of depression among Chinese migrant children with oppositional defiant disorders symptoms.” With Liu, X., Lin, X., Zhou, N., Li, Y., Lin, D. *Frontiers in Psychology, Psychology for Clinical Settings*, 8(508), pp.1-11 (2017)
- “Prosocial tendencies among Chinese American children in immigrant families: Links to cultural and socio-demographic factors and psychological adjustment,” with Main, A., Liew, J. C., & Sum, C. *Social Development*, 26, 165-184 (2017)

**Number of Theses Supervised in Last Five Years:** 5

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## ZOOK, DARREN

**Name (Title):** Zook, Darren (Lecturer)

**Department (Tenure Status):** Political Science, Global Studies (n/a)

**Education:** PhD, UC Berkeley (1998); MA, UC Berkeley (1991); BA, University of Texas, San Antonio (1998)

**Academic Experience:**

- Lecturer, UC Berkeley (1999-present)
- Visiting Assistant Professor, Claremont McKenna Colleges (1997-98)

**Overseas Experience:** India, Pakistan, China, Korea, Mongolia, Iceland

**Language Proficiency: (1-poor, 2-fair, 3-good, 4-excellent, 5-native):** Chinese 2

**Percentage of Teaching/Research Time Devoted to East Asian Studies:** 40%

**Courses Taught (number):** 6; Asian Studies; Human Rights in Asia; Introduction to Comparative Politics; Introduction to Peace and Conflict Studies

**Language Pedagogy:** n/a

**Research/Teaching Specialization:** Human rights; politics of Southeast Asia; South Asia; Asia and Oceania; international law

**Distinctions:**

- ASUC Outstanding Teacher Award (2005)
- Best Professor, *Daily Californian* annual “Best of Berkeley” issue (2005)
- Commencement Speaker, International Area Studies Commencement Ceremony (2005)

**Recent Publications (number):** 1

- Ed., *Introduction to Peace and Conflict Studies*, F available at Amazon.com (2014)

**Number of Theses Supervised in Last Five Years:** n/a

## **Position Descriptions (Proposed for Partial NRC Funding)**

### **Berkeley East Asia National Resource Center/ Foreign Language and Area Studies Fellowships, 2018-21.**

#### **1) IEAS Associate Director (10% time NRC Outreach Coordinator and FLAS Coordinator)**

Dylan Davis, the IEAS associate director, will serve the dual roles of outreach coordinator and FLAS coordinator, with a modest 10% of his position paid by NRC funds. The total cost of 10% salary combined with the 40% composite academic benefits is \$17,500. As outreach coordinator, Davis will work with faculty, ORIAS and the other teacher training groups to develop the East Asia components of the joint teacher training programs in the proposal. He will be onsite during training events to interact with teachers and faculty to ensure successful outcomes. He will also coordinate Nancy Sato's work as education evaluator for our training programs. Finally, he will collect and analyze output and outcome data, and draft reports for the director that will be filed in the Performance Measures and IRIS reports. As FLAS coordinator, Davis will manage advertising and recruitment of FLAS applicants, coordinate most aspects of the application and selection process, ensure adherence to FLAS regulations, issue award letters, ensure compliance with assessment requirements, coursework, travel and student reporting, and draft reports for IRIS. He will also facilitate the biannual FLAS tracking survey. The Berkeley Graduate Division, which has long taken the lead in coordinating FLAS awards at Berkeley, will ramp down its role going forward, with the Center taking up most of the responsibility. Davis will also coordinate, on behalf of the director, the distribution and expenditure of NRC funds across the campus, such as to the Library and EALC. Although these NRC duties will take much more than 10% of his time, we are limiting the NRC funding to a modest effort level.

#### **2) IEAS Program Coordinator (10% time NRC Program Coordinator)**

Caverlee Cary will serve as the NRC Program Coordinator. Her duties will center on the planning of conferences and events that will be partially funded with NRC funds. We are proposing five large conferences *each year* on topics relating to "Borders and Walls in East Asia." Dr. Cary's role will be to identify program participants (with faculty assistance), issue invitations, develop conference websites, oversee and supervise logistics such as flights, hotels, room rentals, AV, programs, etc. She will keep attendance records, take notes on outcomes, and assist the director with reports. A modest 10% contribution to her salary will help IEAS facilitate this work, and she will be assisted by the NRC program assistant. Ten percent effort will cost \$6900 in year 1 with no benefits costs, since Dr. Cary's benefits will be paid by the UC retirement system.

#### **3) IEAS Program Assistant (25% time NRC Program Assistant)**

The NRC program assistant, who has yet to be designated from existing IEAS staff, will serve the project at 25% effort time. Working with the associate director and program coordinator, s/he will provide a wide range of administrative support for the Center. This will include booking travel, hotels and transportation for participants; event set-up and take-down; drafting announcements, flyers and name cards; coordinating payments to vendors; travel

reimbursements, etc. S/he will keep careful record of expenses and assist with reporting. For the associate director, the NRC program assistant will help with correspondence (including FLAS award letters), FLAS award set-up, data collection, reporting, etc. The program assistant will also provide on-site assistance at teacher training events. works With the 48% composite staff benefits rate, the total annual cost of this NRC-specific work in the first year will be \$19,600.

#### 4) Student Library Cataloguing Assistant

The C.V. Starr East Asian Library has requested a modest \$6000+ per year (with zero benefits) to support a student cataloguing assistant to help the bibliographers catalogue new materials to be purchased with NRC funds. At \$15 per hour (now the minimum wage in Berkeley), this amount will provide roughly 400 hours of assistance over ten months, or 40 hours per month (which equates to 25% time). The student will assist with the receiving of materials, routing, sorting, initial subject analysis, Online Computer Library Center cataloguing, as well as subject headings, holding records, item records, call numbers, and placing of books on shelf or in storage. The work will be conducted under the supervision of the bibliographers for Chinese, Japanese, Korean and Tibetan materials at the C.V. Starr East Asian Library.

#### 5) Language Lecturers (for Korean, Cantonese, Chinese and Japanese), part-time.

A significant portion of our budget request is to support language lecturers in the Department of East Asian Languages and Cultures. These are the academic lecturers who will teach the language courses we propose in Cantonese, Business Korean and advanced readings in professional Chinese and Japanese. At full-time Berkeley language lecturers generally teach six courses per year (or five for those with larger enrollments). We therefore anticipate all but the Korean language lecturer to be hired at 33% time if teaching a course for the year. (The Korean language lecturer will be hired at 16.5%). Lecturers provide not only classroom instruction, but office consultation, one-on-one tutoring, mentorship and assessment/grading. We have not included specific names only because the department has not yet determined final teaching assignments for these courses. A 33% time lecturer salary combined with the 40% mandatory composite academic benefits rate should cost \$39,200 per year; at 16.5% time the cost will be half of that.

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	Term		UG	Grad	Total	
HUMANITIES DIVISION											
ART HISTORY											
R	1	B	3	VISUAL EXPERIENCE	KYO, Y	4	100%	Spring	17	0	17
R	1	B	7	VISUAL EXPERIENCE	SORIANO, J R	4	100%	Fall	17	0	17
R	1	B	2	VISUAL EXPERIENCE	LEVINE, G	4	100%	Summer	12	1	13
	32		1	ARTS OF KOREA	STAFF		100%				0
	34		1	ARTS OF CHINA	STAFF		100%				0
HA	35		1	ART AND ARCHITECTURE IN JAPAN	STAFF		100%				0
HA	131	A	1	SACRED ARTS IN CHINA	SORIANO, J; BERGER,P	4	100%				0
HA	131	A	101	<i>SACRED ARTS IN CHINA (DISCUSSION)</i>			100%				0
HA	131	A	102	<i>SACRED ARTS IN CHINA (DISCUSSION)</i>			100%				0
	134	A	1	ART-JAPANESE TEMPLE	HOHLIOS, S	4	100%	Spring	37	0	37
	130	A	1	EARLY CHINESE ART & ARCHAEOLOGY	STAFF		100%				0
	131	B	1	THE CLASSICAL PAINTING TRADITION IN CHINA	THIELEN, J; BERGER, P	4	100%				0
	190	A	1	ASIAN	KYO, Y	4	100%	Fall	40	0	40
	190	A	1	UNDERGRAD SEMINAR: PROBLEMS IN RESEARCH & INTERPRETATION: ASIAN	TSULTEM,U	5	100%	Spring	9	0	9
	192	A	1	ASIAN	LEVINE, G P	3	100%	Fall	11	0	11
	194		14	MUSEUM INTERNSHIP	LEVINE, G P		75%				0
	199		4	SUPERVISED INDEPENDENT STUDY	BERGER, P A	1	100%				
	230		1	GRAD SEMINAR: CHINESE ART	BERGER, P A	3	100%	Spring	1	9	10

## APPENDIX 2

## EAST ASIA COURSE OFFERINGS

### Academic Years 2016-17, 2017-18, 2018-19

							2016-17			
							Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	Term	UG	Grad	Total
234		1	GRAD SEMINAR: JAPANESE ART	LEVINE, G P	3	100%	Fall	0	6	6
299		5	SPECIAL STUDY FOR GRADUATE STUDENTS	LEVINE, G P	3	100%	Fall	0	1	1
299		4	SPECIAL STUDY FOR GRADUATE STUDENTS	BERGER, P	3	100%				
<b>TOTAL, ART / ART HISTORY</b>								<b>144</b>	<b>17</b>	<b>161</b>
<b>UNDERGRADUATE INTERDISCIPLINARY STUDIES</b>										
192	A	14	RESEARCH HUMANITIES	WONG, W	1	80%	Spring	1	0	1
192	A	16	RESEARCH HUMANITIES	VOLPP, S	1	80%	Fall	2	0	2
192	A	18	RESEARCH HUMANITIES	WONG, W	1	80%	Fall	2	0	2
192	A	16	RESEARCH HUMANITIES	WONG, W	1	80%	Fall	2	0	2
<b>TOTAL, INTERDISCIPLINARY STUDIES</b>								<b>6</b>	<b>0</b>	<b>6</b>
<b>COMPARATIVE LITERATURE</b>										
98		2	DIRECTED GROUP STUDY	VOLPP, S Y	1	100%				
190		1	SENIOR SEMINAR IN COMPARATIVE LITERATURE	VOLPP, S Y	4	100%	Spring	5	0	5
H 195		1	HONORS COURSE	VOLPP, S Y	4	100%	Spring	6	0	6
H 195		1	SPECIAL STUDY-HONOR	WONG, W	4	100%	Spring	1	0	1
198		4	DIRECTED GROUP STUDY	VOLPP, S Y	1	100%				
198		2	DIRECTED GROUP STUDY	VOLPP, S Y	1	100%				
199		2	SUPERVISED INDEPENDENT STUDY	VOLPP, S Y	1	100%				
199		3	SUPERVISED INDEPENDENT STUDY	O'NEILL, D C	1	100%				
200		1	APPROACHES TO COMPARATIVE LITERATURE	VOLPP, S Y	4	100%				
201		1	PROSEMINAR	VOLPP, S Y	1	100%				
254		1	EAST-WEST LITERARY RELATIONS - FOREIGN LANG. & LITERATURE	VOLPP, S Y	4	85%	Fall	2	2	4

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name		Instructor(s)	Units		Term	UG	Grad	Total
<b>TOTAL, COMPARATIVE LITERATURE</b>									<b>14</b>	<b>2</b>	<b>16</b>
<b>EAST ASIAN LANGUAGES &amp; CULTURES</b>											
<b>BUDDHISM</b>											
C	50		1	INTRODUCTION TO BUDDHISM	SHARF, R	4	100%				0
				<b>cross-listed with East Asian Studies C50</b>							0
C	50		1	INTRODUCTION TO BUDDHISM	VON ROSPATT, A; MARKS, J	4	30%				0
				INTRODUCTION TO BUDDHISM							
C	50		102	DISCUSSION							0
				INTRODUCTION TO BUDDHISM							
C	50		103	DISCUSSION							0
C	50		1	INTRODUCTION TO BUDDHISM	SHARF, R	4	75%	Fall	50	0	50
	50		1	INTRODUCTION TO BUDDHISM	PICKENS, J	4	75%	Fall	22	0	22
C	52		1	INTRODUCTION TO BUDDHISM	SHARF, R	4	75%	Fall	25	0	25
	109		1	TEA CULTURES	WALLACE, J	4	100%	Summer	15	0	15
C	114		1	TIBETAN BUDDHISM	VON ROSPATT, A & ANDERSON, K	4	100%	Fall	22	3	25
				<b>cross-listed with East Asian Studies C114</b>							
C	114		1	TIBETAN BUDDHISM	RONIS, J	4	100%				0
				<b>cross-listed with East Asian Studies C114</b>							
C	115		1	JAPANESE BUDDHISM	JOSKOVICH, E	4	100%	Spring	16	0	16
				<b>cross-listed with East Asian Studies C115</b>							0
C	116		1	BUDDHISM IN CHINA	BAHIR, C	4	100%				
				<b>cross-listed with Chinese C116</b>							



APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
								Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
C	117		1	MONGOLIAN BUDDHISM	BAUMANN, B	4	100%	Spring	13	0	13
				<b>cross-listed with Mongolian C117</b>							
C	120		1	BUDDHISM ON THE SILK ROAD	MEHENDALE, S	4	75%	Fall	20	0	20
				<b>cross-listed with East Asian Studies C120</b>							0
C	128		1	BUDDHISM IN CONTEMPORARY JAPAN	VON ROSPATT, A	4	100%	Spring	37	0	37
				<b>cross-listed with East Asian Studies C128</b>							0
C	128		1	BUDDHISM IN CONTEMPORARY SOCIETY	BLUM, M	4	50%				
				<b>cross-listed with EA Languages C128 &amp; SSEAS C145</b>							
C	130		1	ZEN BUDDHISM	SHARF, R H						0
				<b>cross-listed with East Asian Studies C130</b>							0
C	130		101	<i>ZEN BUDDHISM DISCUSSION</i>							0
C	130		102	<i>ZEN BUDDHISM DISCUSSION</i>							0
C	132		1	PURE LAND BUDDHISM	BLUM, M	4	100%				0
C	140		1	READINGS IN CHINESE BUDDHIST TEXTS	SHARF, R H						0
				<b>cross-listed with East Asian Studies C135</b>							0
	145		1	BUDDHISM IN CONTEMPORARY SOCIETY	VON ROSPATT, A	4	40%	Spring	36	0	36
	145		1	BUDDHISM IN CONTEMPORARY SOCIETY	BLUM, M	4	40%				

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							2016-17				
				<i>Note: Discussion sessions in italics</i>			Enrollment				
Course #			Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	Term	UG	Grad	Total
	190		1	TOPICS IN THE STUDY OF BUDDHISM: BUDDHISM AND THE STARS	BAUMANN, B	4	100%	Spring	8	0	8
	200			PROSEMINAR IN BUDDHIST STUDIES							
	200		1	PROSEMINAR: APPROACHES TO EAST ASIAN STUDIES	VARSAÑO, P	4	100%	Fall	0	7	7
C	220		1	SEMINAR IN BUDDHIST TEXTS	KRAMER, J	2	100%	Fall	0	6	6
				<b>cross-listed with East Asian Studies C220</b>							
C	223		1	READINGS IN CHINESE BUDDHIST TEXTS	SHARF, R H	3	100%	Spring	0	6	6
				<b>cross-listed with Buddhism C223</b>							
C	223		1	READINGS IN CHINESE BUDDHIST TEXTS: EARLY CHAN BUDDHISM	SHARF, R H	3	100%				0
C	224		1	TIBETAN BUDDHIST TEXTS	DALTON, J	3	100%	Fall	0	4	4
				<b>cross-listed with East Asian Studies C224</b>		2	100%				0
C	224		1	TIBETAN BUDDHIST TEXTS	SOERENSEN, P	2	10%				
C	225		1	JAPANESE BUDDHIST TEXTS	BLUM, M	2	100%				0
				<b>cross-listed with East Asian Studies C225</b>							0
	298		1	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	BLUM, M	2	100%				
	298		1	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	BERGER, P	5	100%				
	298		2	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	SHARF, R	6					
	298		3	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	VON ROSPATT, A	4	50%	Fall	0	1	1

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
298			3	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	DALTON, J	4	100%	Spring	1	1	
298			4	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	VON ROSPATT, A	8	50%				
298			4	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	DALTON, J	6	100%	Fall	0	1	1
298			4	DIRECTED STUDY FOR GRADUATE STUDENTS - RELIGIOUS STUDIES	SHARF, R H	6					
299			2	THESIS PREPARATION AND RESEARCH	BLUM, M	4	100%	Fall	0	1	1
299			2	THESIS PREPARATION AND RESEARCH	DALTON, J	5	100%				
299			3	THESIS PREPARATION AND RESEARCH	DALTON, J	6	100%	Fall	0	2	2
299			3	THESIS PREPARATION AND RESEARCH	DALTON, J	6	100%	Spring	0	2	2
299			4	THESIS PREPARATION AND RESEARCH	VON ROSPATT, A	6	50%	Fall	0	5	5
299			4	THESIS PREPARATION AND RESEARCH	VON ROSPATT, A	4	50%				
299			5	THESIS PREPARATION AND RESEARCH	SHARF, R	6	100%	Fall	0	1	1
299			3	THESIS PREPARATION AND RESEARCH	SHARF, R	2	100%				
299			4	THESIS PREPARATION AND RESEARCH	SHARF, R	5	100%	Spring	0	3	3
299			5	THESIS PREPARATION AND RESEARCH	VON ROSPATT, A	6	50%				

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
<b>SUBTOTAL, BUDDHISM</b>									<b>265</b>	<b>43</b>	<b>306</b>
<b>C GENERAL</b>											
R	1	B	2	READING AND COMPOSITION ON TOPICS IN EAST ASIAN HUMANITIES	BRATT, D	4	100%				
	84		1	SOPHOMORE SEMINAR	O'NEILL, D	1	100%				0
	105		1	ROMANTIC VALUES IN EAST ASIAN LITERATURE & FILM	WALLACE, J	4	100%	Spring	36	0	36
	105		1	ROMANTIC VALUES IN EAST ASIAN LITERATURE & FILM	WALLACE, J	4	100%				
	109		1	HISTORY OF CULTURE OF TEA IN CHINA & JAPAN	WALLACE, J	4	100%	Spring	45	0	45
	110		1	BIO-ETHICAL ISSUES IN EAST ASIAN THOUGHT	BLUM, M L	4	100%	Spring	27	0	27
	112		1	THE EAST ASIAN SIXTIES	JONES, A J	4	100%	Spring	21	1	22
	114		1	ILLNESS NARRATIVES	O'NEILL, D C	4	100%				
	115		1	ART OF WRITING - FOREIGN LANGUAGES & LITERATURE	BRATT, D	4	100%	Spring	7	1	8
C	116		1	BUDDHISM IN CHINA	BAHIR, C	4	100%				
				<b>cross-listed with Chinese C116</b>							
	117		1	LU XUN AND HIS WORLDS	JONES, A J	4	100%				
	119		1	THE HISTORY OF HEAVEN	BAUMANN, B	4	100%				
C	128		1	BUDDHISM IN CONTEMPORARY JAPAN	VON ROSPATT, A	4	100%	Spring	37	0	37
				<b>cross-listed with Buddhism C128</b>							0
C	128		1	BUDDHISM IN CONTEMPORARY SOCIETY	BLUM, M	4	50%				0
				<b>cross-listed with Buddhist Studies C128, SSE Asian Studies C145</b>							

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
C	130		1	TOPICS IN DAOISM	WELLS, MATTHEW	4	100%	Fall	28	0	28
C	130		1	ZEN BUDDHISM	SHARF, R H						0
				<b>cross-listed with Buddhism C130</b>							0
C	132		1	PURE LAND BUDDHISM	BLUM, M	4	100%				0
C	175		1	ARCHEOLOGY OF EAST ASIA	HABU, J	4	100%				
				<b>cross-listed with Anthropology C125A</b>							
	181		1	EA FILM: GENRE	O'NEILL, D C; STAFF	4	100%				
	188		1	JAPANESE VISUAL CULTURE: INTRO TO ANIME	SAS, M	4	100%	Spring	19	0	19
	191		1	TOOLS & METHODS IN THE STUDY OF EAST ASIAN PHIL. & RELIGION	CSIKSZENTMIHAL YI,M	4	100%	Spring	20	0	20
	198		2	DIRECTED GROUP STUDY	SAS, M	1	100%	Spring	12	0	12
	198		6	DIRECTED GROUP STUDY	SAS, M	1	100%	Spring	2	0	2
	198		1	DIRECTED GROUP STUDY	DAVEY, J	1	100%	Spring	24	0	24
	199		2	SUPERVISED INDEPENDENT STUDY - FOR. LANGUAGE & LITERATURE	KWON, Y	4	100%	Fall	1	0	1
	199		4	SUPERVISED INDEPENDENT STUDY - FOR. LANGUAGE & LITERATURE	WONG, W	4	100%	Fall	1	0	1
	199		2	SUPERVISED INDEPENDENT STUDY - FOR. LANGUAGE & LITERATURE	TANSMAN, A	2	100%	Spring	1	0	1
	200		1	PRO SEMINAR	SAS, M	1	100%	Fall	0	7	7
	200		1	PRO SEMINAR	SHARF, R H	1	100%	Fall	0	8	8
	200		1	PRO SEMINAR: Foreign Languages & Literature	VARSAÑO, P M	4	100%	Fall	0	7	7
	201		1	PRO SEMINAR: Foreign Languages & Literature	SAS, M	1	100%	Fall	0	7	7

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
	201	1	PRO SEMINAR: Foreign Languages & Literature	ONG, A	1	100%	Fall	0	6	6	
	201	2	PROSEMINAR: ASIAN STUDIES	NELSON, L	1	100%	Fall	0	9	9	
	201	2	PROSEMINAR: ASIAN STUDIES	NELSON, L	1	100%	Spring	0	8	8	
	204	1	TOPICS IN E. ASIA:VISUAL CULTURES OF LONG COLD WAR IN KOREA & JAPAN	O'NEILL, D; AN, J	6	100%					
	204	1	TOPICS IN E. ASIA:VISUAL CULTURES OF LONG COLD WAR IN KOREA & JAPAN	O'NEILL, D	3	100%					
C	220	1	SEMINAR IN BUDDHISM AND BUDDHIST TEXTS	SHARF, R H; STAFF	4	100%	Fall	0	6	6	
C	220	1	SEMINAR IN BUDDHIST TEXTS	SHARF, R H	3	100%	Fall	0	5	5	
			<b>cross-listed with Buddhism C220</b>								
C	223	1	READINGS IN CHINESE BUDDHIST TEXTS	SHARF, R H	3	100%					
			<b>cross-listed with Chinese C223</b>								
<b>SUBTOTAL, EALC GENERAL</b>								<b>281</b>	<b>65</b>	<b>346</b>	
<b>CHINESE</b>											
	1	1	ELEMENTARY CHINESE INTENSIVE	XIE,C; DONNELLY, D	10	100%	Summer	9	2	11	
	1	1	ELEMENTARY CHINESE INTENSIVE	XI, C; SONG, S W	10	100%					
	TBA	1	ELEMENTARY CANTONESE	STAFF	5	100%%					
	1 A	1	ELEMENTARY CHINESE	DONNELLY, D	5	100%					
	1 A	2	ELEMENTARY CHINESE	DONNELLY, D	5	100%			0	0	
	1 A	3	ELEMENTARY CHINESE	DONNELLY, D	5	100%					
	1 A	1	ELEMENTARY CHINESE	YIN, P	5	100%	Fall	12	1	13	

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	1	A	2	ELEMENTARY CHINESE	TSAI, C	5	100%				
	1	A	3	ELEMENTARY CHINESE	TSAI, C	5	100%	Fall	14	2	16
	1	A	4	ELEMENTARY CHINESE	FENG, X	5	100%	Fall	13	0	13
	1	A	4	ELEMENTARY CHINESE	TSAI, C	5	100%				
	1	A	5	ELEMENTARY CHINESE	DONNELLY, D	5	100%	Fall	15	0	15
	1	A	5	ELEMENTARY CHINESE	TSAI, C	5	100%				
	1	A	6	ELEMENTARY CHINESE	CAI, W	5	100%	Fall	12	0	12
	1	A	6	ELEMENTARY CHINESE	TSAI, C	5	100%				
	1	A	7	ELEMENTARY CHINESE	TSAI, C	5	100%	Fall	15	0	15
	1	A	8	ELEMENTARY CHINESE	DONNELLY, D	5	100%	Fall	17	0	17
	1	A	9	ELEMENTARY CHINESE	LIU,L	5	100%	Fall	14	0	14
	1	A	1	ELEMENTARY CHINESE	DONNELLY, D	5	100%	Spring	14	1	15
	1	A	2	ELEMENTARY CHINESE	DONNELLY, D	5	100%	Spring	19	1	20
	1	A	3	ELEMENTARY CHINESE	DONNELLY, D	5	100%	Spring	13	2	15
	1	A	4	ELEMENTARY CHINESE	DONNELLY, D	5	100%	Spring	15	2	17
	1	A	1	ELEMENTARY CHINESE	LEE, M	5	100%	Spring	23	0	23
	1	B	1	ELEMENTARY CHINESE	TSAI, C; XIE,C; WEISI,C	5	100%				
	1	B	2	ELEMENTARY CHINESE	TSAI, C; XIE,C; WEISI,C	5	100%				
	1	B	3	ELEMENTARY CHINESE	TSAI, C; XIE,C; WEISI,C	5	100%				
	1	B	4	ELEMENTARY CHINESE	TSAI, C; XIE,C; WEISI,C	5	100%				
	1	X	1	ELEM CHINESE FOR MANDARIN SPEAKERS	LIU,L	4	100%				

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	1	X	1	ELEM CHINESE FOR MANDARIN SPEAKERS	LIN, H	4	100%				
	1	X	2	ELEM CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%				
	1	X	1	ELEM CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%	Fall	19	0	19
	1	X	2	ELEM CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%	Fall	21	0	21
	1	Y	1	ELEM CHINESE FOR SPEAKERS OTHER DIALECTS	CAI, W	5	100%	Fall	22	0	22
	1	Y	1	ELEM CHINESE FOR SPEAKERS OTHER DIALECTS	XIE,C; LIN, H	5	100%				
	1	Y	2	ELEM CHINESE FOR SPEAKERS OTHER DIALECTS	LIN, H	5	100%	Fall	18	0	18
	1	Y	3	ELEM CHINESE FOR SPEAKERS OTHER DIALECTS	LIN, H	5	100%	Fall	15	0	15
	1	Y	3	ELEM CHINESE FOR SPEAKERS OTHER DIALECTS	XIE,C; LIN, H	5	100%				
	1	Y	4	ELEM CHINESE FOR SPEAKERS OTHER DIALECTS							0
	1	B	1	ELEMENTARY CHINESE	DONNELLY, D	5	100%				0
	1	B	2	ELEMENTARY CHINESE	TSAI, C	5	100%	Spring	18	0	18
	1	B	2	ELEMENTARY CHINESE	DONNELLY, D	5	100%				
	1	B	3	ELEMENTARY CHINESE	TSAI, C	5	100%	Spring	15	2	17
	1	B	4	ELEMENTARY CHINESE	TSAI, C	5	100%	Spring	13	2	15
	1	B	5	ELEMENTARY CHINESE	TSAI, C	5	100%	Spring	15	0	15
	7	A	1	PRE-MODERN CHINESE LITERATURE	VARSAÑO, P M	4	100%	Fall	47	0	47



APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17			
							Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
7 A		1	PRE-MODERN CHINESE LITERATURE	VARSAÑO, P M; KIM, T H	4					
7 A		1	<i>PRE-MODERN CHINESE LITERATURE DISCUSSION</i>	ASHMORE, R	4	100%				0
7 A		1	<i>PRE-MODERN CHINESE LITERATURE DISCUSSION</i>							0
7 A	104		<i>PRE-MODERN CHINESE LITERATURE DISCUSSION</i>							0
7 B		1	MODERN CHINESE LITERATURE	KEBLINSKA, J	4	100%	Summer	7	0	7
7 B		1	MODERN CHINESE LITERATURE	KEBLINSKA, J; VARSAÑO, P M	4					
7 B		1	MODERN CHINESE LITERATURE	JONES, A	4	100%	Spring	34	1	35
7 B		1	MODERN CHINESE LITERATURE	ASHMORE, R	4	100%				0
10		1	INTERMEDIATE CHINESE INTENSIVE	CAI, W	10	100%	Summer	4	2	6
10		1	INTERMEDIATE CHINESE INTENSIVE	DONNELLY, D; WANG, Y L	10	100%				
10 A		1	INTERMEDIATE CHINESE	WU, X	5	100%	Fall	12	2	14
10 A		1	INTERMEDIATE CHINESE	CAI, W	5	100%				
10 A		1	INTERMEDIATE CHINESE	DONNELLY, D	5	100%				
10 A		2	INTERMEDIATE CHINESE	WU, X	5	100%	Fall	15	2	17
10 A		3	INTERMEDIATE CHINESE	WU, X	5	100%	Fall	16	1	
10 B		1	INTERMEDIATE CHINESE	WU, X	5	100%	Spring	15	2	17
10 B		1	INTERMEDIATE CHINESE	WEISI, C	5	100%				
10 B		2	INTERMEDIATE CHINESE	WU, X	5	100%	Spring	18	1	19
10 B		2	INTERMEDIATE CHINESE	WEISI, C	5	100%				
10 X		1	INTER CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%	Spring	14	0	14

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
10 X		1	INTER CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%				
10 X		2	INTER CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%	Spring	12	0	12
10 X		3	INTER CHINESE FOR MANDARIN SPEAKERS	LIU, L	4	100%	Spring	13	1	14
10 Y		1	INTERMEDIATE CHINESE DIALECT	LIN, H	5	100%	Spring	21	1	22
10 Y		2	INTERMEDIATE CHINESE DIALECT	WU, X	5	100%	Spring	22	1	23
10 Y		2	INTERMEDIATE CHINESE DIALECT	LIN, H	5	100%				
51		1	CHINESE THOUGHT	CSIKSZENTMIHAL YI, M	4					
100 A		1	ADVANCED CHINESE	FENG, X	5	100%	Fall	17	2	19
100 A		1	ADVANCED CHINESE	ZHANG, L	5	100%				
100 XA		1	ADVANCED CHINESE HERITAGE	TSAI, C	4	100%	Fall	19	0	19
100 XA		1	ADVANCED CHINESE MANDARIN	TSAI, C; ZHANG, L	4	100%				
100 XA		2	ADVANCED CHINESE HERITAGE	ZHANG, L	4	100%	Fall	17	0	17
100 XA		2	ADVANCED CHINESE MANDARIN	ZHANG, L	4	100%				
100 XB		1	ADVANCED CHINESE HERITAGE	ZHANG, L	4	100%	Spring	15	0	15
100 XB		2	ADVANCED CHINESE HERITAGE	ZHANG, L	4	100%	Spring	9	0	9
100 B		1	ADVANCED CHINESE	ZHANG, L	5	100%	Spring	12	2	14
100 XB		1	ADVANCED CHINESE FOR HERITAGE LEARNERS	CAI, W	4	100%	Spring	15	0	15
100 XB		1	ADVANCED CHINESE FOR MANDARIN SPEAKERS	TSAI, C; ZHANG, L	4	100%				
100 XB		2	ADVANCED CHINESE FOR HERITAGE LEARNERS	CAI, W	4	100%	Spring	9	0	9
100 XB		2	ADVANCED CHINESE FOR MANDARIN SPEAKERS	ZHANG, L	4	100%				

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
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							Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
100	YA	1	ADVANCED CHINESE DIALECT	XIE, C	5	100%	Fall	14	0	14
100	YE	1	ADVANCED CHINESE DIALECT FOR DIALECT SPEAKERS	XIE, C	5	100%	Spring	11	0	11
101		1	4TH YR READINGS: LITERATURE	LI, I	4	100%	Spring	13	2	15
101		2	4TH YR READINGS: LITERATURE	LI, I	4	100%	Spring	16	1	17
102		1	4TH YR READINGS: SOCIAL SCIENCES, HISTORY & LITERATURE	LI, I H	4	100%	Fall	12	2	14
102		2	4TH YR READINGS: SOCIAL SCIENCES, HISTORY & LITERATURE	LI, I H	4	100%	Fall	19	0	19
105		1	BUSINESS CHINESE	LI, I H	6	100%	Summer	17	1	18
105		2	BUSINESS CHINESE	LI, I H	6	100%	Summer	3	0	3
110	A	1	INTRODUCTION TO LITERARY CHINESE	MORLEY, B	4	100%	Fall	28	5	33
110	A	1	LITERARY CHINESE	LAM, L H	4	100%				
110	B	1	INTRODUCTION TO LITERARY CHINESE	ASHMORE, R	4	100%	Spring	21	4	25
110	B	1	LITERARY CHINESE	LAM, L H	4	100%				
111		1	5TH YEAR ADV TEXTS - CHINESE MANDARIN	LI, I H	4	100%	Fall	16	1	17
112		1	5TH YEAR RESEARCH - CHINESE MANDARIN	LI, I H	4	100%	Spring	20	0	20
130		1	TOPICS IN TAOISM	WELLS, M	4	100%	Fall	28	0	28
134		1	READINGS IN CLASSICAL CHINESE POETRY	VARSAÑO, P M	4	100%	Summer	15	2	17
136		1	READINGS IN MEDIEVAL PROSE	ASHMORE, R	4	100%				0
153		1	READING TAIWAN	PO, L	4	100%	Fall	25	0	25
155		1	VERNACULAR CHINESE LITERATURE	ASHMORE, R	4	100%	Spring	22	2	24
156		1	MODERN CHINESE LITERATURE	JONES, A F	4	100%	Fall	18	2	20

APPENDIX 2											
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Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
	157	1	CONTEMPORARY CHINESE LITERATURE	JONES, A F	4	100%				0	
	158	1	READING CHINESE CITIES	PO, L	4	100%				0	
	172	1	CONTEMPORARY CINEMA	BAO, W	4	100%	Fall	9	0	9	
	172	1	CONTEMPORARY CINEMA	BAO, W	4	100%					
	178	1	CHINESE DRAMA	LAM, L H	4	100%					
C	184	1	SONIC CULTURE IN CHINA	JONES, A F						0	
			<b>cross-listed with Music C134C</b>							0	
	186	1	CONFUCIUS & HIS INTERPRETERS	CSIKSZENTMIHAL YI, M	4	100%				0	
	188	1	POPULAR MEDIA	JONES, A F	4	100%					
H	195	A	5 HONORS COURSE	JONES, A F	2	100%	Fall	1	0	1	
	199		3 SUPERVISED INDEPENDENT STUDY	CSIKSZENTMIHAL YI, M	4	100%	Spring	1	0	1	
	199		4 SUPERVISED INDEPENDENT STUDY	JONES, A F	2	100%	Spring	1	0	1	
	TBA		1 ADVANCED TRAINING IN READING FOR PROFESSIONALS AND ACADEMICS	STAFF	3	100%					
	221		1 READING THE ZHUANGZI	CSIKSZENTMIHAL YI, M	3	100%	Spring	2	4	6	
	222		1 EARLY CHINESE THOUGHT	CSIKSZENTMIHAL YI, M	3	100%	Fall	1	10	11	
	222		1 EARLY CHINESE THOUGHT	CSIKSZENTMIHAL YI, M	3	100%					
C	223		1 READINGS IN CHINESE BUDDHIST TEXTS	SHARF, R H	3	100%	Spring	0	6	6	
			<b>cross-listed with Buddhism C223</b>							0	

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
C	223		1	READINGS IN CHINESE BUDDHIST TEXTS	SHARF, R H	3	100%				0
				<b>cross-listed with Buddhism C223</b>							
	234		1	MEDIEVAL CIVILIZATION OF CHINA	ASHMORE, R	3	100%	Fall	0	6	6
	254		1	CHINESE LITERATURES & CULTURES IN GLOBAL CONTEXT	JONES, A F	3	100%				
	255		1	LATE CHINESE FICTION	VOLPP, S	4	100%	Spring	3	3	6
	255		1	LATE CHINESE FICTION	LAM, L H	2	100%				
	280		1	MODERN CHINESE CULTURAL STUDIES	JONES, A F	4	100%	Fall	0	14	14
	282		1	MODERN CHINESE FILM STUDIES	BAO, W	4	100%				
	298		1	DIRECTED STUDY FOR GRADUATE STUDENTS -CHINESE, MANDARIN	ASHMORE,R	4	100%	Fall	0	2	2
	298		1	DIRECTED STUDY FOR GRADUATE STUDENTS -CHINESE, MANDARIN	ASHMORE,R	4	100%	Spring	0	1	1
	298		1	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	ASHMORE,R	2	100%				
	298		2	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	BAO, W	4	100%	Spring	0	1	1
	298		2	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	BAO, W	6	100%				
	298		3	DIRECTED STUDY FOR GRADUATRE STUDENTS - CHINESE MANDARIN	CSIKSZENTMIHAL YI, M	3	100%	Summer	0	1	1
	298		3	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	CSIKSZENTMIHAL YI, M	7	100%	Fall	1	3	4
	298		3	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	CSIKSZENTMIHAL YI, M	7	100%				

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Academic Years 2016-17, 2017-18, 2018-19											
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				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
298		3	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	CSIKSZENTMIHAL YI, M	8	100%					
298		6	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	JONES, A F	4	100%	Fall	0	3	3	
298		4	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	JONES, A F	6	100%					
298		4	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	JONES, A F	6	100%					
298		6	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	VARSANO, P	3	100%	Summer	0	1	1	
298		4	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	VARSANO, P	6	100%	Fall	0	1	1	
298		5	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	LAM, L H	4	100%					
298		6	DIRECTED STUDY FOR GRADUATE STUDENTS - CHINESE, MANDARIN	VARSANO, P	3	100%					
298		1	DIRECTED STUDY FOR GRADUATE STUDENTS	ASHMORE,R	3	100%					
299		4	THESIS PREP & RESEARCH	JONES, A F	4	100%	Fall	0	1	1	
299		3	THESIS PREP & RESEARCH	CSIKSZENTMIHAL YI, M	4	100%	Fall	0	1	1	
299		3	THESIS PREP & RESEARCH	CSIKSZENTMIHAL YI, M	4	100%	Spring	0	1	1	
299		3	THESIS PREP & RESEARCH	CSIKSZENTMIHAL YI,	4	100%					
299		2	THESIS PREP & RESEARCH	BAO, W	4	100%	Spring	0	1	1	
299		4	THESIS PREP & RESEARCH	JONES, A F	8	100%	Spring	0	1	1	
299		4	THESIS PREP & RESEARCH	JONES, A F	8	100%					

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EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
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Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	299		6	THESIS PREP & RESEARCH	VARSANO, P	6	100%	Spring	0	1	1
	299		6	THESIS PREP & RESEARCH	VARSANO, P M	4	100%		0	1	1
	299		7	THESIS PREP & RESEARCH	VOLPP, S	4	100%				
SUBTOTAL, CHINESE									1041	118	1159
JAPANESE											
	1		1	ELEMENTARY JAPANESE INTENSIVE	YUKAWA,K; CALTABIANO, Y	10	100%	Summer	9	2	11
	1		1	ELEMENTARY JAPANESE INTENSIVE	IMAGAWA, K; YUKAWA, K; BAKER, Y	10	100%				
	1		2	ELEMENTARY JAPANESE INTENSIVE	YUKAWA,K; CALTABIANO, Y	10	100%	Summer	10	0	10
	1		2	ELEMENTARY JAPANESE INTENSIVE	IMAGAWA, K; YUKAWA, K;M; BAKER, Y	10	100%				
	1	A	1	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Fall	19	1	20
	1	A	1	ELEMENTARY JAPANESE	IMAGAWA, K; BAKER Y	5	100%				
	1	A	1	ELEMENTARY JAPANESE	CALTABIANO, Y	5	100%				
	1	A	2	ELEMENTARY JAPANESE	BASSOE, P	5	100%	Fall	18	3	21
	1	A	2	ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K; CALTABIANO, Y	5	100%				
	1	A	2	ELEMENTARY JAPANESE	CALTABIANO, Y	5	100%				
	1	A	3	ELEMENTARY JAPANESE	CALTABIANO, Y	5	100%	Fall	16	2	18
	1	A	3	ELEMENTARY JAPANESE	CALTABIANO, Y	5	100%				
	1	A	4	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Fall	24	1	25

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Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
1 A		4	ELEMENTARY JAPANESE	IMAGAWA, K; SHIMIZU, M; CALTABIANO, Y		100%				
1 A		4	ELEMENTARY JAPANESE	CALTABIANO, Y	5	100%				
1 A		5	ELEMENTARY JAPANESE	KNICKERBOCKER, N	5	100%	Fall	24	0	24
1 A		5	ELEMENTARY JAPANESE	IMAGAWA, K; BAKER, Y; CALTABIANO, Y	5	100%				
1 A		6	ELEMENTARY JAPANESE	KNICKERBOCKER, N	5	100%	Fall	21	1	22
1 A		6	ELEMENTARY JAPANESE	MORLEY, B; IMAGAWA, K	5					
1 A		7	ELEMENTARY JAPANESE	KNICKERBOCKER, N	5	100%	Fall	23	0	23
1 A		7	ELEMENTARY JAPANESE	IMAGAWA, K; SHIMIZU, M; CALTABIANO, Y	5	100%				
1 A		8	ELEMENTARY JAPANESE	CALTABIANO, Y	5	100%	Fall	20	0	20
1 A		8	ELEMENTARY JAPANESE	MORLEY, B; IMAGAWA, K	5	100%				
1 A		9	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Fall	19	0	19
1 A		9	ELEMENTARY JAPANESE	WARD, C; IMAGAWA, K, BAKER, Y	5					
1 A		10	ELEMENTARY JAPANESE	BASSOE, P	5	100%	Fall	23	0	23
1 A		10	ELEMENTARY JAPANESE	MORLEY, B; IMAGAWA, K	5	100%				



APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	1	A	11	ELEMENTARY JAPANESE	IMAGAWA, K.	5	100%	Fall	22	0	22
	1	A	11	ELEMENTARY JAPANESE	SHIBAHARA, C;IMAGAWA, K; CALTABIANO, Y	5	100%				
	1	A	12	ELEMENTARY JAPANESE	KNICKERBOCKER, N	5	100%	Fall	22	0	22
	1	A	12	ELEMENTARY JAPANESE	MORLEY, B; IMAGAWA, K	5	100%				
	1	A	13	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Fall	19	0	19
	1	A	13	ELEMENTARY JAPANESE	WARD, C; IMAGAWA, K, BAKER, Y	5	100%				
	1	A	14	ELEMENTARY JAPANESE	SHIBAHARA, C;IMAGAWA, K; CALTABIANO, Y	5	100%				
	1	B	1	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	17	1	18
	1	B	1	ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5	100%				
	1	B	2	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	19	0	19
	1	B	2	ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5	100%				
	1	B	3	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	20	1	21
	1	B	3	ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5					
	1	B	4	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	22	0	22
	1	B		ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5					
	1	B	5	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	18	2	20

APPENDIX 2										
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							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
	1 B		ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5					
	1 B	6	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	20	2	22
	1 B		ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5					
	1 B	7	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	20	0	20
	1 B		ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5					
	1 B	8	ELEMENTARY JAPANESE	IMAGAWA, K	5	100%	Spring	19	0	19
	1 B		ELEMENTARY JAPANESE	SHIBAHARA, C; IMAGAWA, K	5					
R	1 B	1	READING & COMP - JAPANESE LITERATURE	WARD, C	4	100%	Spring	16	0	16
R	1 B	2	READING & COMP - JAPANESE LITERATURE	PITT, J	4	100%	Spring	17	0	17
	7 A	1	INTRO TO PREMODERN JAPANESE LITERATURE	WALLACE, J	4	100%	Fall	47	0	47
	7 A	1	PREMODERN JAPANESE LITERATURE	HORTON, H	4	100%	Summer	12	0	12
	7 A	1	PREMODERN JAPANESE LITERATURE	MORLEY, B; HORTON, H	4	100%				
	7 A	102	<i>INTRO TO PREMODERN JAPANESE LITERATURE DISCUSSION</i>		4	100%	Fall			12
	7 A	103	<i>INTRO TO PREMODERN JAPANESE LITERATURE DISCUSSION</i>		4	100%	Fall			9
	7 A	104	<i>INTRO TO PREMODERN JAPANESE LITERATURE DISCUSSION</i>		4	100%	Fall			10
	7 A	105	<i>INTRO TO PREMODERN JAPANESE LITERATURE DISCUSSION</i>		4	100%	Fall			7

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
7 A	106		<i>INTRO TO PREMODERN JAPANESE LITERATURE DISCUSSION</i>		4	100%	Fall			9
7 B	1		MODERN JAPANESE LITERATURE	HORTON, H	4	100%	Summer	14	0	14
7 B	1		MODERN JAPANESE LITERATURE	WALLACE, J	4	100%	Spring	38	0	38
7 B	1		INTRODUCTION TO MODERN JAPANESE LITERATURE	WALLACE, J	4	100%				0
7 B	1		MODERN JAPANESE LITERATURE	HORTON, H; BASOE, P	4	100%				
10	1		INTERMEDIATE JAPANESE INTENSIVE	TAKATA M	10	100%	Summer	12	3	15
10	1		INTERMEDIATE JAPANESE INTENSIVE	BAKER, Y, CAITABIANO, Y	10	100%				
10 A	1		INTERMEDIATE JAPANESE	WALLACE, N K	5	100%	Fall	13	1	14
10 A	A		INTERMEDIATE JAPANESE	TAKATA, M; WALLACE, N	5	100%				
10 A	2		INTERMEDIATE JAPANESE	TAKATA, M	5	100%	Fall	18	0	18
10 A	2		INTERMEDIATE JAPANESE	SHIBAHARA, C; TAKATA, M	5	100%				
10 A	3		INTERMEDIATE JAPANESE	BAKER, Y K	5	100%	Fall	18	0	18
10 A	3		INTERMEDIATE JAPANESE	SHIBAHARA, C; TAKATA, M	5	100%				
10 A	4		INTERMEDIATE JAPANESE	TAKATA, M	5	100%	fALL	15	3	18
10 A	4		INTERMEDIATE JAPANESE	TAKATA, M; WALLACE, N	5	100%				
10 A	5		INTERMEDIATE JAPANESE	TAKATA, M	5	100%	Fall	18	0	18
10 A	5		INTERMEDIATE JAPANESE	SHIBAHARA, C; TAKATA, M; WALLACE, N	5	100%				
10 A	6		INTERMEDIATE JAPANESE			100%	Fall			0

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	10	B	1	INTERMEDIATE JAPANESE	TAKATA, M	5	100%	Spring	16	0	16
	10	B	2	INTERMEDIATE JAPANESE	WALLACE, N K	5	100%	Spring	18	0	18
	10	B	2	ADVANCED JAPANESE	TAKATA, M; WALLACE, N	5	100%				
	10	B	3	INTERMEDIATE JAPANESE	TAKATA, M	5	100%	Spring	16	3	19
	10	B	3	ADVANCED JAPANESE	TAKATA, M; WALLACE, N	5	100%				
	10	B	4	ADVANCED JAPANESE	TAKATA, M; WALLACE, N	5	100%				
	10	X	1	INTERMEDIATE JAPANESE HERITAGE	WALLACE, N K	5	100%	Fall	10	0	10
	80		1	JAPANESE CULTURE	SOGA, M	4	100%				
	100		1	ADVANCED JAPANESE INTENSIVE	IMAGAWA, K	10	100%	Summer	9	1	10
	100	A	1	ADVANCED JAPANESE	KAMBARA, W	5	100%	Fall	18	4	22
	100	A	2	ADVANCED JAPANESE	KAMBARA, W	5	100%	Fall	25	2	27
	100	B	1	ADVANCED JAPANESE	KAMBARA, W	5	100%	Spring	16	0	16
	100	B	2	ADVANCED JAPANESE	KAMBARA, W	5	100%	Spring	18	2	20
	100	S	1	JAPANESE FOR SINOLOGISTS	CALTABIANO, Y	4	100%	Spring	0	6	6
	100	X	1	ADVANCED JAPANESE HERITAGE	WALLACE, N K	5	100%	Spring	15	0	15
	101		1	4TH YR JAPANESE A: SOCIAL SCIENCES	BAKER, Y K	4	100%	Fall	15	2	17
	102		1	4TH YR JAPANESE B : JAPANESE CULTURE	SHIBAHARA, C	4	100%	Spring	13	1	14
	103		1	4TH YR JAPANESE A: JAPANESE LITERATURE	SHIBAHARA, C	4	100%	Fall	16	2	18
	104		1	4TH YR: HISTORY	BAKER, Y K	4	100%	Spring	10	2	12
	111		1	5TH YR JAPANESE A	KNICKERBOCKER, N	4	100%	Fall	11	1	12

## APPENDIX 2

## EAST ASIA COURSE OFFERINGS

**Academic Years 2016-17, 2017-18, 2018-19**

							2016-17			
				<i>Note: Discussion sessions in italics</i>			Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	Term	UG	Grad	Total
	114	1	ILLNESS NARRATIVES	O'NEILL, DANIEL	4	100%	Fall	11	1	12
	112	1	5TH YR JAPANESE B	KNICKERBOCKER, N	4	100%	Spring	8	1	9
C	115	1	JAPANESE BUDDHISM	BLUM, M L	4	100%	Fall	13	0	13
			<b>cross-listed with Buddhism C115</b>							0
	116	1	RELIGIONS IN JAPAN	JOSKOVICH, E	4	100%				
	120	1	INTRODUCTION TO CLASSICAL JAPANESE	HORTON, H M	4	100%	Fall	23	3	26
	130	1	CLASSICAL JAPANESE POETRY	WALLACE, J	4	100%	Fall	7	0	7
C	141	1	INTRODUCTION TO BUDDHIST TEXTS	BLUM, M	4	100%	Spring	10	0	10
	144	1	EDO LITERATURE	WALLACE, J	4	100%	Spring	25	0	25
	144	1	EDO LITERATURE	ZWICKER, J	4	100%				
	146	1	JAPANESE HISTORICAL DOCUMENTS	HORTON, H M	4	100%				0
	155	1	MODERN JAPANESE LITERATURE	WALLACE, J	4	100%				0
	155	1	MODERN JAPANESE LITERATURE	NOONAN, P J	4	100%	Fall	10	0	10
	159	1	CONTEMPORATY JAPANESE LITERATURE	WALLACE, J	4	100%	Fall	9	0	9
	160	1	INTRODUCTION TO JAPANESE LINGUISTICS: GRAMMAR	HASEGAWA, Y	4	100%	Fall			0
	161	1	JAPAN LINGUISTICS: USAGE	HASEGAWA, Y	4	100%	Spring	24	1	25
	163	1	TRANSLATION: THEORY & PRACTICE	HASEGAWA, Y	4	100%	Fall			0
	163	1	TRANSLATION: THEORY & PRACTICE	HASEGAWA, Y	4	100%				
C	175	1	ARCHEOLOGY OF EAST ASIA	HABU, J	4	100%	Fall	12	0	12
	177	1	RANCOR & REVENGE	WALLACE, J	4	100%	Fall	20	0	20
			<b>cross-listed with Anthropology C125</b>							0
	178	1	HARUKI & HAYAO	ZWICKER, J	4	100%				

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
180		1	GHOSTS & MODERN LIT IMAGINATION	O'NEILL, D C	4	100%	Fall	25	0	25
181		1	REFRAMING DISASTER	O'NEILL, D C	4	100%				
185		1	INTRODUCTION TO JAPANESE CINEMA	NOONAN, P J	4	100%	Spring	26	0	26
H 195 A		1	HONORS COURSE	HASEGAWA, Y	4	100%	Fall	1	0	1
H 195 A		4	HONORS COURSE	TANSMAN, A M	3	100%	Spring	1	0	1
H 195 A		1	HONORS COURSE	WALLACE, J	5	100%				
H 195 B		1	HONORS COURSE	WALLACE, J	5	100%				
H 195 B		1	HONORS COURSE	HASEGAWA, Y	4	100%	Spring	1	0	1
199		1	SUPERV INDEP STUDY - JAPANESE	TANSMAN, A M	2	100%	Summer	1	0	1
TBA		1	ADVANCED TRAINING IN READING FOR PROFESSIONALS AND ACADEMICS	STAFF	3	100%				
200		1	PROSEMINAR - JAPANESE CLASSICAL	BLUM, M L	1	100%	Spring	0	6	6
C 225		1	JAPANESE BUDDHIST TEXTS	BLUM, M L	4	100%				0
			<b>cross-listed with Buddhist Studies C225</b>							0
230		1	SEMINAR IN CLASSICAL JAPANESE POETRY	HORTON, H M	4	100%	Spring	3	4	7
232		1	JAPANESE BIBLIOGRAPHY	HORTON, H M	3	100%	Spring			0
234		1	SEMINAR IN CLASSICAL JAPANESE DRAMA	MATISOFF, S	4	100%	Spring	0	4	4
240		1	CLASSICAL JAPANESE TEXTS	ZWICKER, J	4	100%				
255		1	SEMINAR IN PREWAR JAPANESE LITERATURE	TANSMAN, A M	3	100%	Fall	0	8	8
259		1	POSTWAR JAPANESE LITERATURE	TANSMAN, A M	4	100%				

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
							2016-17			
				<i>Note: Discussion sessions in italics</i>			Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	Term	UG	Grad	Total
	259	1	SEMINAR IN POSTWAR JAPANESE LITERATURE	O'NEILL, D C	4	100%	Spring	0	6	6
	298	2	DIRECTED STUDY FOR GRADUATE STUDENTS	HORTON, H M	6	100%	Fall	0	2	2
	298	2	DIRECTED STUDY FOR GRADUATE STUDENTS	HORTON, H M	5	100%				
	298	3	DIRECTED STUDY FOR GRADUATE STUDENTS	O'NEILL, D C	4	100%	Fall	0	3	3
	298	3	DIRECTED STUDY FOR GRADUATE STUDENTS	O'NEILL, D C	7	100%				
	298	3	DIRECTED STUDY FOR GRADUATE STUDENTS	O'NEILL, D C	6	100%				
	298	4	DIRECTED STUDY FOR GRADUATE STUDENTS	O'NEILL, D C	3	100%	Summer	0	1	1
	298	5	DIRECTED STUDY FOR GRADUATE STUDENTS	TANSMAN, A M	3	100%	Summer	0	1	1
	298	4	DIRECTED STUDY FOR GRADUATE STUDENTS	TANSMAN, A M	6	100%	Fall	0	3	3
	298	4	DIRECTED STUDY FOR GRADUATE STUDENTS	TANSMAN, A M	5	100%				
	298	4	DIRECTED STUDY FOR GRADUATE STUDENTS	TANSMAN, A M	5	100%				
	298	3	DIRECTED STUDY FOR GRADUATE STUDENTS	O'NEILL, D C	4	100%	Spring	0	5	5
	298	4	DIRECTED STUDY FOR GRADUATE STUDENTS	TANSMAN, A M	7	100%	Spring	0	6	6
	299	2	THESIS PREPARATION & RESEARCH	HORTON, H M	6	100%	Fall	0	2	2
	299	2	THESIS PREPARATION & RESEARCH	HORTON, H M	4	100%				

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
299		2	THESIS PREPARATION & RESEARCH	HORTON, H M	4	100%				
299		3	THESIS PREPARATION & RESEARCH	O'NEILL, D C	5	100%	Fall	0	3	3
299		3	THESIS PREPARATION & RESEARCH	O'NEILL, D C	6	100%				
299		4	THESIS PREPARATION & RESEARCH	TANSMAN, A M	6	100%	Fall	0	4	4
299		3	THESIS PREPARATION & RESEARCH	O'NEILL, D C	8	100%	Spring	0	1	1
299		3	THESIS PREPARATION & RESEARCH	O'NEILL, D C	5	100%	Fall	0	4	4
299		4	THESIS PREPARATION & RESEARCH	TANSMAN, A M	5	100%	Spring	0	4	4
299		4	THESIS PREPARATION & RESEARCH	TANSMAN, A M	5	100%	Fall	0	4	4
299		4	THESIS PREPARATION & RESEARCH	TANSMAN, A M	6	100%				
<b>SUBTOTAL, JAPANESE</b>								<b>1138</b>	<b>126</b>	<b>1264</b>
<b>KOREAN</b>										
1		1	ELEMENTARY KOREAN-INTENSIVE	PARK, J; KO, K; KIM, M	10	100%				0
1 A		1	ELEMENTARY KOREAN	KO, K; PARK, K; LEE, M	5	100%				
1 A		2	ELEMENTARY KOREAN	LEE, S	5	100%	Fall	21	1	22
1 A		2	ELEMENTARY KOREAN	KO, K; PARK, K; LEE, M	5	100%				
1 A		3	ELEMENTARY KOREAN	LEE, M	5	100%	Fall	24	1	25
1 A		3	ELEMENTARY KOREAN	PARK, J; PARK, K; LEE, S	5	100%				
1 A		3	ELEMENTARY KOREAN	KO, K; PARK, K	5	100%				
1 A		4	ELEMENTARY KOREAN	LEE, M	5	100%	Fall	25	0	25
1 A		4	ELEMENTARY KOREAN	LEE, M; CHANG, S; LEE, S	5	100%				
1 A		4	ELEMENTARY KOREAN	KO, K; KIM, M	5	100%				
1 A		5	ELEMENTARY KOREAN	LEE, M	5	100%	Fall	25	0	25



APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	1	A	5	ELEMENTARY KOREAN	LEE, M; KIM, M; LEE, S	5	100%				
	1	A	6	ELEMENTARY KOREAN	LEE, M	5	100%	Fall	25	0	25
	1	A	6	ELEMENTARY KOREAN	PARK, J; PARK, K; LEE, S	5	100%				
	1	A	7	ELEMENTARY KOREAN	CHOI, J Y	5	100%	Fall	23	1	24
	1	A	7	ELEMENTARY KOREAN	KIM, M; LEE, S	5	100%				
	1	A	8	ELEMENTARY KOREAN	PARK, J	5	100%	Fall	25	0	25
	1	A	9	ELEMENTARY KOREAN	PARK, J	5	100%	Fall	21	0	21
	1	A	9	ELEMENTARY KOREAN	PARK, J; CHANG, S E; LEE, S	5	100%				
	1	A	10	ELEMENTARY KOREAN	CHOI, JY	5	100%	Fall	24	0	24
	1	A	10	ELEMENTARY KOREAN	PARK, K; LEE, S	5	100%				0
	1	A	1	ELEMENTARY KOREAN HERITAGE SPEAKERS	CHANG, S	5	100%	Fall	25	0	25
	1	A	1	ELEMENTARY KOREAN HERITAGE SPEAKERS	KO, K; PARK, K	5	100%				
	1	B	1	ELEMENTARY KOREAN	KIM, M	5	100%	Spring	10	1	11
	1	B	1	ELEMENTARY KOREAN	PARK, J; CHANG, S E; LEE, S	5	100%				
	1	B	2	ELEMENTARY KOREAN	KIM, M	5	100%	Spring	18	0	18
	1	B	2	ELEMENTARY KOREAN	PARK, J; CHANG, S E; LEE, S	5	100%				
	1	B	3	ELEMENTARY KOREAN	KIM, M	5	100%	Spring	22	0	22
	1	B	3	ELEMENTARY KOREAN	CHANG, S E	5	100%				
	1	B	4	ELEMENTARY KOREAN	KIM, M	5	100%	Spring	23	1	24
	1	B	4	ELEMENTARY KOREAN	CHANG, S E	5	100%				

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
1 B		5	ELEMENTARY KOREAN	LEE, S	5	100%	Spring	20	0	20
1 B		1	ELEMENTARY KOREAN HERITAGE SPEAKERS	CHANG, S	5	100%	Spring	25	0	25
1 B		1	ELEMENTARY KOREAN HERITAGE SPEAKERS	PARK, J; PARK, K	5	100%				
7 A		1	PRE-MODERN KOREAN LITERATURE	AN, J	4	100%	Fall	45	0	45
7 A		101	<i>PRE-MODERN KOREAN LITERATURE DISCUSSION</i>		4	100%	Fall			0
7 A		102	<i>PRE-MODERN KOREAN LITERATURE DISCUSSION</i>		4	100%	Fall			0
7 A		103	<i>PRE-MODERN KOREAN LITERATURE DISCUSSION</i>		4	100%	Fall			0
7 B		1	MODERN KOREAN LITERATURE	AN, J	4	100%	Spring	43	0	43
10		1	INTERMEDIATE KOREAN-INTENSIVE	KO, K, KIM M	10	100%	Summer	12	1	13
10 A		1	INTERMEDIATE KOREAN	CHANG, S E	5	100%	Fall	15	1	16
10 A		1	INTERMEDIATE KOREAN	PARK, K; CHANG, S E	5	100%				
10 A		2	INTERMEDIATE KOREAN	CHANG, S E	5	100%	Fall	16	0	16
10 A		2	INTERMEDIATE KOREAN	PARK, K; CHANG, S E	5					
10 A		1	INTERMEDIATE KOREAN HERITAGE SPEAKERS	KO, K; CHANG, S E	5	100%				0
10 B		1	INTERMEDIATE KOREAN	CHANG, S E	5	100%	Spring	22	0	22
10 B		1	INTERMEDIATE KOREAN	PARK, K; KIM, M	5	100%				
10 B		2	INTERMEDIATE KOREAN	PARK, K; KIM, M	5	100%				
10 B		1	INTERMEDIATE KOREAN HERITAGE SPEAKERS	LEE, S C	5	100%	Spring	13	0	13

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
10 B		1	INTERMEDIATE KOREAN HERITAGE SPEAKERS	KO, K	5	100%	Spring	18	0	18
10 B		1	INTERMEDIATE KOREAN HERITAGE SPEAKERS	KO, K; CHANG, S E	5	100%				
100 A		1	ADVANCED KOREAN	KIM, M	5	100%	Fall	19	5	24
100 A		1	ADVANCED KOREAN	KO, K; KIM, M	5	100%				
100 A		1	ADVANCED KOREAN HERITAGE	LEE, S	4	100%	Fall	24	1	25
100 B		1	ADVANCED KOREAN	LEE, S	5	100%	Spring	10	3	13
100 B		1	ADVANCED KOREAN	LEE, M; KIM M	5	100%				
100 B		1	ADVANCED KOREAN HERITAGE	LEE, S	5	100%	Spring	20	0	20
TBA		1	BUSINESS KOREAN			100%				0
101		1	4TH YEAR READINGS: LITERATURE	PARK, J	4	100%	Fall	14	2	16
102		1	4TH YEAR READINGS: SOCIAL SCIENCES & HISTORY	PARK, J	4	100%	Spring	19	1	20
111		1	5TH YEAR-ADVANCED TEXTS	LEE, M	4	100%				0
111		1	5TH YEAR KOREAN A		4	100%				0
112		1	5TH YEAR KOREAN B	LEE, M	4	100%	Spring	15	0	15
150		1	MODERN KOREAN POETRY	KWON, Y	4	100%	Spring	35	0	35
153		1	MODERN KOREAN LITERATURE	KWON, Y	4	100%	Spring	36	0	36
155		1	MODERN KOREAN FICTION	KWON, Y	4	100%	Fall	30	0	30
157		1	CONTEMPORARY KOREAN LITERATURE	KWON, Y	4	100%	Fall	30	0	30
186		1	INTRODUCTION KOREAN CINEMA	AN, J	4	100%				0
187		1	HISTORY AND MEMORY	AN, J	4	100%	Spring	28	1	29
188		1	COLD WAR CULTURE IN KOREA: LITERATURE AND FILM	AN, J	4	100%	Fall	26	0	26
199		1	SUPERVISED INDEPENDENT STUDY	KWON, Y	4	100%				

APPENDIX 2

EAST ASIA COURSE OFFERINGS

Academic Years 2016-17, 2017-18, 2018-19

								2016-17			
				<i>Note: Discussion sessions in italics</i>			% of East Asia Content	Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	Term		UG	Grad	Total	
SUBTOTAL, KOREAN									846	20	866
MONGOLIAN											
	1 A	1	ELEMENTARY MONGOLIAN	BAUMANN, B	5	100%	Fall	6	0	6	
	110	1	LITERARY MONGOLIAN	BAUMANN, B	4	100%	Fall	6	0	6	
	116	1	THE MONGOL EMPIRE	BAUMANN, B	4	100%					
C	117	1	MONGOLIAN BUDDHISM	BAUMANN, B	4	100%					
			cross-listed with Buddhist Studies C117								
	118	1	MODERN MONGOLIAN	BAUMANN, B	4	100%					
	298	1	DIRECTED GROUP STUDY	BAUMANN, B	3	100%					
SUBTOTAL, MONGOLIAN								12	0	12	
TIBETAN											
	1 A	1	ELEMENTARY TIBETAN	RONIS, J M	5	100%	Fall	5	0	5	
	1 B	1	ELEMENTARY TIBETAN	RONIS, J M	5	100%				0	
	10 A	1	INTERMEDIATE TIBETAN	RONIS, J M		100%				0	
	10 B	1	INTERMEDIATE TIBETAN	RONIS, J M		100%				0	
	100 S	1	ADVANCED TIBETAN CONVERSATION			100%				0	
	110 A	1	READINGS IN TIBETAN	RONIS, J M	4	100%	Fall	1	3	4	
	110 B	1	READINGS IN TIBETAN	RONIS, J M	4	100%	Spring	0	3	3	
C	114	1	TIBETAN BUDDHISM	RONIS, J M	4	100%	Fall	8	0	8	
	115	1	CONTEMPORY TIBET	RONIS, J M	4	100%	Spring	32	0	32	
C	154	1	Death, Dreams, and Visions in Tibetan Buddhism	DALTON, J		100%				0	
			cross-listed with Buddhism C114							0	
C	224	3	TIBETAN BUDDHIST TEXTS	DALTON, J	3	100%	Fall	0	4	4	
			cross-listed with Buddhism C224							0	

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	Term		UG	Grad	Total	
<b>SUBTOTAL, TIBETAN</b>									<b>46</b>	<b>10</b>	<b>56</b>
<b>TOTAL, EAST ASIAN LANGUAGES &amp; CULTURES</b>									<b>3629</b>	<b>382</b>	<b>4009</b>
FILM											
R	1	B	1	WRITING - FILM FOCUS	BAO, W	4	100%	Spring	33	0	33
R	1	B	2	WRITING - FILM FOCUS	BAO, W	4	100%	Spring	32	0	32
R	1	B	3	WRITING - FILM FOCUS	BAO, W	4	100%	Spring	34	0	34
	151		1	AUTEUR THEORY	BAO, W	4	100%				
	151		4	AUTEUR THEORY: THE 'NEW WAVE' AND CONTEMPORARY CHINESE FILM AUTEURS	BAO, W	4	100%	Fall	25	1	26
	200		1	GRADUATE FILM THEORY	BAO, W	4	100%	Fall	0	8	8
C	240		1	JAPANESE FILM & VISUAL CULTURE	SAS, M		100%				0
				<b>cross-listed with Comparative Literature C240</b>							0
	240		1	GRADUATE TOPICS IN FILM	BAO, W	4	100%	Spring	0	10	10
	240		2	GRADUATE TOPICS IN FILM	BAO, W	4	100%				
	240		1	GRADUATE TOPICS IN FILM	BAO, W	4	100%				
	298		3	SPECIAL STUDY	BAO, W	4	100%	Fall	0	4	4
	299		1	DIRECTED RESEARCH IN FILM	BAO, W	12	100%	Spring	0	2	2
	299		6	DIRECTED RESEARCH IN FILM	SAS, M	12	100%	Spring	0	1	1
	602		1	INDIVIDUAL STUDY IN FILM	BAO, W	4	100%	Spring	0	1	1
	602		2	INDIVIDUAL STUDY IN FILM	BAO, W	4	100%				0
<b>TOTAL, FILM</b>									<b>124</b>	<b>27</b>	<b>151</b>
MUSIC											
	98	B	2	DIRECTED GROUP STUDY	UENO, K	1	30%	Spring	16	0	16
	134	A	1	MUSIC OF EAST ASIAN TRADITION	STAFF		100%				0
C	134	C	1	SONIC CULTURE IN CHINA	JONES, A F		100%				0

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
			<b>cross-listed with East Asian Studies C134C</b>							0
134	B	1	MUSIC OF JAPAN	STAFF		100%				0
290		1	COLLOQUIUM	UENO, K	1	25%				
299		13	SPECIAL STUDY - MUSIC	UENO, K	6	25%	Spring	0	3	3
<b>TOTAL, MUSIC</b>								<b>16</b>	<b>3</b>	<b>19</b>
<b>PHILOSOPHY</b>										
107		1	MORAL PSYCHOLOGY - PHILOSOPHY	SHUN, K L	4	100%	Spring	47	0	47
153		1	CHINESE PHILOSOPHY	SHUN, K L	4	100%				0
18		1	CONFUCIUS FOR TODAY	SHUN, K L	4	100%	Fall	48	0	95
<b>TOTAL, PHILOSOPHY</b>								<b>95</b>	<b>0</b>	<b>142</b>
<b>RHETORIC</b>										
123		1	RHETORIC OF PERFORMANCE	WONG, W	4	30%	Fall	18	0	18
136		1	ART AND AUTHORSHIP: THEORY OF THE COPY	WONG, W	4	30%	Fall	22	0	22
119		1	CHINA IN THE WESTERN IMAGINATION	WONG, W		80%				
H 190	A	4	HONORS THESIS	WONG, W	2	30%				
H 190	B	1	HONORS THESIS	WONG, W	2	30%	Spring	1	0	1
H 190	B	2	HONORS THESIS	WONG, W	2	30%				
240	G	2	RHETORICAL THEORY	CHEAH, P	4	100%				
295		13	SPECIAL STUDY	WONG, W	5	30%				
299		3	DIRECTED RESEARCH	CHEAH, P	9	100%				
<b>TOTAL, RHETORIC</b>								<b>41</b>	<b>0</b>	<b>41</b>
<b>THEATER, DANCE &amp; PERFORMANCE STUDIES</b>										
R 1	A	1	PERFORMANCE & WRITING	KWAN, S	4	25%	Fall	18	0	18
R 1	A	2	PERFORMANCE & WRITING	KWAN, S	4	25%	Fall	17	0	17

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	300		2	SUPERVISED TEACHING	KWAN, S	4	50%	Spring	0	4	4
<b>TOTAL, THEATER, DANCE and PERFORMANCE STUDIES</b>									<b>35</b>	<b>4</b>	39
<b>TOTAL, HUMANITES DIVISION</b>									<b>311</b>	<b>34</b>	<b>392</b>
<b>SOCIAL SCIENCE DIVISION</b>											
<b>ANTHROPOLOGY</b>											
	24		2	FRESHMAN SEMINAR	HABU, J	1	100%				
	84		2	SOPHMORE SEMINAR	GRABURN, N	1	100%				
C	125	A	1	ARCHEOLOGY OF EAST ASIA	HABU, J	4	100%	Fall	31	1	32
				<b>cross-listed with Japanese 175</b>			100%				
	128		2	SPECIAL TOPICS IN ARCHEOLOGY - ANTHROPOLOGY JAPAN	HABU, J	4	100%	Spring	25	1	26
	129	C	1	HUNTER-GATHERER ARCHEOLOGY-- JAPAN	HABU, J	4	100%				
	134		1	ANALYSIS OF THE ARCHEOLOGICAL RECORD: JAPAN	HABU, J		100%				
	141			COMPARATIVE SOCIETY	ONG, A	4	50%				
	170		1	CHINA - ANTHROPOLOGY	LIU, X	4	100%	Spring	73	0	73
	189		1	SPECIAL TOP: SOC/CULT	LIU, X	4	100%	Fall	25	0	25
	189		1	SPECIAL TOP: SOC/CULT	NAKAMURA, K	4	50%				
	199		8	SUPERVISED INDEPENDENT STUDY	HABU, J	1	100%				
	229	A	1	ARCHEOLOGICAL RESEARCH STRATEGIES	HABU, J	3	100%	Fall	1	4	5
	230		2	SPECIAL TOPIC: ARCHEOLOGY - HUNGER-GATHERER ARCH	HABU, J	4	100%				
	240	A	1	FUNDAMENTALS OF ARCHEOLOGICAL THEORY	LIU, X	5	100%				

## APPENDIX 2

## EAST ASIA COURSE OFFERINGS

### Academic Years 2016-17, 2017-18, 2018-19

								2016-17			
				<i>Note: Discussion sessions in italics</i>			% of East Asia Content	Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	240	B	1	FUNDAMENTALS OF ARCHEOLOGICAL THEORY	ONG, A	5		50%			
	250	V	1	TOURISM	GRABURN, N	4	80%	Spring	0	1	1
	298		7	DIRECTED READINGS - ANTHROPOLOGY	HABU, J	6	100%	Fall	0	1	1
	298		7	DIRECTED READINGS - ANTHROPOLOGY	HABU, J	5	100%				
	298		33	DIRECTED READINGS - ANTHROPOLOGY	NAKAMURA, K	3	100%	Fall	0	2	2
N	299		13	DIRECTED RESEARCH FOR GRADUATE STUDENTS	LIU, X	4	100%	Summer	0	2	2
	299		16	DIRECTED RESEARCH FOR GRADUATE STUDENTS	LIU, X	9	100%	Fall	0	4	4
	299		16	DIRECTED RESEARCH FOR GRADUATE STUDENTS	LIU, X	9	100%				0
	299		7	DIRECTED RESEARCH FOR GRADUATE STUDENTS	HABU, J	4	100%	Fall	0	1	1
	299		7	DIRECTED RESEARCH FOR GRADUATE STUDENTS	HABU, J	4	100%				0
	299		20	DIRECTED RESEARCH FOR GRADUATE STUDENTS	ONG, A	12	100%				
	301		3	PROFESSIONAL TRAINING TEACHING	ONG, A	3	30%				0
TOTAL, ANTHROPOLOGY									155	17	172
ECONOMICS											
	115		1	WORLD ECONOMY IN THE 20TH CENTURY	EICHENGREEN, B	4	50%				0
	162		1	THE CHINESE ECONOMY	ROLAND, G	3	100%				0



APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
C 181		1	INTERNATIONAL TRADE	FALLY, T	4	25%	Spring	80	0	80
			<b>cross-listed with Environmental Economics &amp; Policy C181</b>							0
N 181		1	INTERNATIONAL TRADE	FALLY, T	4	25%	Summer	46	1	47
191		1	TOPIC ECON RESEARCH ECONOMICS	EICHENGREEN, B J	4	25%	Spring	29	0	29
212		1	ECONOMETRICS 2	AUFFHAMMER, M	4	40%	Spring	1	41	42
260	A	1	COMPARATIVE ECONOMICS	ROLAND, G	4	40%	Fall	10	15	25
280	B	1	SEMINAR IN INTERNATIONAL ECONOMICS	GOURINCHAS, P O	3	25%				0
298		6	SPECIAL STUDY FOR GRADUATE STUDENTS	BAO, W	4	100%	Spring	0	2	2
298		13	SPECIAL STUDY FOR GRADUATE STUDENTS	ROLAND-HOLST, D	4	25%	Spring	0	2	2
<b>TOTAL, ECONOMICS</b>								<b>166</b>	<b>61</b>	<b>227</b>
GEOGRAPHY										
C 55		1	INTRO TO CENTRAL ASIA	MEHENDALE, S	3	25%				0
164		1	GEOGRAPHY OF CHINA	HSING, Y T	4	100%	Spring	18	2	20
296		7	DIRECTED DISSERTATION RESEARCH	HSING, Y T	11	100%				
299		7	INDIVIDUAL RESEARCH - GEOGRAPHY	HSING, Y T	1	100%	Fall	0	1	1
<b>TOTAL, GEOGRAPHY</b>								<b>18</b>	<b>3</b>	<b>21</b>
ETHNIC STUDIES										
20	A	1	INTRODUCTION TO ASIAN AMERICAN HISTORY	CHOY, C	4	25%	Spring	117	0	117
121		1	CHINESE AMERICAN HISTORY	SIU, L	4	25%	Spring	42	0	42
131		1	ASIAN DIASPORA	YAMANAKA, K	4	75%				

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	138		1	TOPICS IN ASIAN POPULAR CULTURE	MICHELL, H	4	50%	Spring	30	0	30
	602		1	INDIVIDUAL STUDY FOR DOCTORAL STUDENTS	SIU, L	8	40%	Spring	0	3	3
TOTAL, ETHNIC STUDIES									189	3	192
GENDER AND WOMEN'S STUDIES											
	101		1	DOING FEMINIST RESEARCH	NELSON, L	4	25%	Spring	49	0	49
	130	AC	1	GENDER, RACE, NATION, AND HEALTH	NELSON, L	4	25%	Fall	117	1	118
	134		1	GENDER & THE POLITICS OF CHILDHOOD	NELSON, L	4	25%	Spring	59	0	59
TOTAL, GWS									225	1	226
HISTORY											
	6 A		1	EARLY CHINA	TACKETT, N O	4	100%	Fall	42	0	42
	6 A		1	HISTORY OF CHINA: ORIGINS TO THE MONGOL REQUEST	NYLAN, M	4	100%				0
	6 B		1	HISTORY OF CHINA: FROM THE MONGOLS TO MAO	JESSUP, J	4	100%				0
	14		1	HISTORY OF JAPAN	BARSHAY, A	4	100%				0
	24		1	FRESHMAN SEMINAR	NYLAN, M	1	100%	Spring	7	0	7
	39 N		1	FRESHMAN/SOPHOMORE SEMINAR	COOK, A C	4	100%	Fall	19	0	19
	39 R		1	FRESHMAN/SOPHOMORE SEMINAR	BAUMANN, B	4	100%	Fall	18	0	18
	100 F		1	TOPICS-ASIA HISTORY	NYLAN, M	4	100%	Spring	21	1	22
	100 F		2	TOPICS-ASIA HISTORY	BAUMANN,B	4	100%	Spring	15	1	16
	100 F		1	TOPICS-ASIA HISTORY	VAN VLEET, S	4	100%	Fall	8	0	8
	101		13	RESEARCH, WRITING - HISTORY	COOK, A C	5	100%	Spring	11	0	11
	103 F		2	PROSEMINAR: EAST ASIA	NYLAN, M	4	100%	Fall	13	0	13
	103 F		2	PROSEMINAR: EAST ASIA	NYLAN, M	4	100%				

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
	103	F	1 PROSEMINAR: EAST ASIA	BERRY, M	4	100%	Fall	5	0	5
	103	F	1 PROSEMINAR: ASIA	JESSUP, J	4	100%				0
	103	F	2 PROSEMINAR: ASIA	BARSHAY, A	4	100%				
	116	D	1 20TH CENTURY CHINA	YEH, W H	4	100%	Fall	61	0	61
	116	D	1 20TH CENTURY CHINA	JESSUP, J	4	100%				
	116	G	1 IMPERIAL CHINA AND THE WORLD	TACKETT, N	4	100%				0
	117	A	1 CHINESE POPULAR CULTURE	VAN VLEET, S	4	100%	Spring	40	0	40
	118	A	1 JAPAN TO 1800	BERRY, M E	4	100%	Fall	51	0	51
	118	C	1 EMPIRE & ALIENATION: THE 20TH CENTURY IN JAPAN	BARSHAY, A E	4	100%				0
N	119	A	1 POSTWAR JAPAN	BARSHAY, A E	4	100%	Spring	44	0	44
	275	F	3 TOPICS IN PREMODERN JAPANESE HISTORY	STAFF	4	100%				0
	275	F	1 SURVEY: EAST ASIA	TACKETT, N	4	100%				0
	280	F	1 ADVANCED STUDIES: ASIA	NYLAN, M	4	100%	Spring	0	6	6
	280	F	1 ADVANCED STUDIES: ASIA	JESSUP, J	4	100%				
	280	F	2 ADVANCED STUDIES: SELF & SOCIETY IN THE CHINESE TRADITION	WELLS, M	4	100%	Fall	0	2	2
	280	F	3 ADVANCED STUDIES: ASIA	BARSHAY, A	4	100%	Fall	0	5	5
	280	F	3 ADVANCED STUDIES: ASIA	NYLAN, M	4	100%				
	280	G	1 ADVANCED STUDIES: ASIA	YEH, W H	4	100%	Spring	1	4	5
	280	G	2 ADVANCED STUDIES: ASIA	BARSHAY, A	4	100%	Spring	0	1	1
	285	F	1 RESEARCH SEMINAR: ASIA	BARSHAY, A E	4	100%	Spring	0	1	1
	285	F	2 RESEARCH SEMINAR: ASIA	NYLAN, M	4	100%	Spring	0	2	2
	285	F	3 RESEARCH SEMINAR: CHANG'AN 26 BCE	TACKETT, N O	4	100%	Fall	0	1	1
	299		2 DIRECTED READING - HISTORY	NYLAN, M	4	100%	Spring	0	2	2

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
							2016-17			
			<i>Note: Discussion sessions in italics</i>			% of East Asia Content	Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
299		5	DIRECTED READING - HISTORY	BERRY, M	4	100%				
299		9	DIRECTED READING - HISTORY	BERRY, M	4	100%	Spring	0	1	1
299		14	DIRECTED READING - HISTORY	YEH, WH	4	100%	Spring	0	1	1
299		11	DIRECTED READING - HISTORY	NYLAN, M	1	100%				
299		15	DIRECTED READING - HISTORY	TACKETT, N	4	100%	Spring	0	1	1
299		16	DIRECTED READING - HISTORY	BARSHAY, A	3	100%				
299		20	DIRECTED READING - HISTORY	BARSHAY, A	4	100%				
299		21	DIRECTED READING - HISTORY	TACKETT, N	4	100%				
299		23	DIRECTED READING - HISTORY	YEH, WH	12	100%				
<b>TOTAL, HISTORY</b>								<b>356</b>	<b>29</b>	<b>385</b>
LEGAL STUDIES										
110		2	SPECIAL TOPICS: LAW AND RIGHTS IN AUTHORITARIAN STATES	STERN, R	4	25%				
153		1	LAW & SOCIETY IN ASIA	SPOTO, M	4	75%	Spring	38	0	38
161		1	LAW IN CHINESE SOCIETY	WHITAKER, R	4	100%	Spring	87	0	87
161		1	LAW IN CHINESE SOCIETY	STERN, R	4	100%				
263	.1	1	BUSINESS LAW IN JAPAN & THE U.S.	SHISHIDO, Z	2	75%	Fall	0	5	5
<b>TOTAL, LEGAL STUDIES</b>								<b>125</b>	<b>5</b>	<b>130</b>
POLITICAL SCIENCE										
128	A	1	CHINESE FOREIGN POLICY	DITTMER, L	4	100%			0	0
143	A	1	POLITICS IN NORTHEAST ASIA: CHINA	DITTMER, L	4	100%	Fall	44	0	44
143	B	1	JAPANESE POLITICS	BARTLETT, B	4	100%	Fall	52	0	52
143	B	1	JAPANESE POLITICS	PEMPEL, TJ	4	100%	Spring	47	0	47
143	E	1	POLITICAL ECONOMY OF CHINA	LEE, S	4	100%	Fall	48	0	48
143	E	1	POLITICAL ECONOMY OF CHINA	LORENTZEN, P	4	100%	Spring	49	1	50
149	E	1	POLITICS OF SOUTHEAST ASIA	ZOOK, D	4	25%	Spring	135	0	135
161		1	LAW IN CHINESE SOCIETY	WHITAKER, R	4	100%	Fall	87	0	87

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units	Term		UG	Grad	Total	
191		1	JUNIOR SEMINAR: COMPARATIVE POLITICS IN ASIA	DITTMER, L		100%					
191		3	JUNIOR SEMINAR: ASIAN COMPARATIVE POLITICS	O'BRIEN, K	4	100%	Fall	13	1	14	
191		4	JUNIOR SEMINAR: ASIAN COMPARATIVE POLITICS	LEE, T	4	100%	Spring	17	0	17	
191		5	JUNIOR SEMINAR: CHINESE FOREIGN POLICY	DITTMER, L	4	100%					
209	A	1	COMPARATIVE POLITICAL ECONOMY	VOGEL, S	4	100%	Spring	0	7	7	
210		1	SELF TOPIC COMPARATIVE POLITICS: PEASANTS AND COLLECTIVE ACTION	DITTMER, L	4	100%	Fall	0	3	3	
243	C	1	JAPANESE POLITICS	VOGEL, S	4	100%				0	
244	A	1	CONTEMPORARY CHINA	DITTMER, L	4	100%				0	
244	D	1	COLLECTIVE ACTION IN CHINA	O'BRIEN, K	4	100%					
245	B	1	INTERNATIONAL RELATIONS IN EAST ASIA	PEMPEL, T J	4	100%	Spring	3	2	5	
292		13	DIRECTED ADVANCED STUDY	DITTMER, L	6	100%	Spring	0	1	1	
292		25	DIRECTED ADVANCED STUDY	LEE, T	9	100%					
292		29	DIRECTED ADVANCED STUDY	O'BRIEN, K	4	100%	Fall	0	1	1	
292		34	DIRECTED ADVANCED STUDY	O'BRIEN, K	12	100%					
292		45	DIRECTED ADVANCED STUDY	VOGEL, S	5	100%	Fall	0	2	2	
296		1	DIRECTED DISSERTATION RESEARCH	AGGARWAL, V	12	100%	Spring	0	2	2	
296		30	DIRECTED DISSERTATION RESEARCH	O'BRIEN, K	12	100%	Spring	0	1	1	
299		2	SPECIAL STUDY POLITICAL SCIENCE	O'BRIEN, K	1	100%					
398		71	PROFESSIONAL PREP FOR GRADUATE INSTRUCTION	LORENTZEN, P L	4	50%	Fall	0	1	1	

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
	398		84	PROFESSIONAL PREP FOR GRADUATE INSTRUCTION	PEMPEL, T J	4	100%				0
<b>TOTAL, POLITICAL SCIENCE</b>									<b>495</b>	<b>22</b>	<b>517</b>
<b>PSYCHOLOGY</b>											
N	107		1	BUDDHIST PSYCHOLOGY	ROSCH, E	3	80%				0
	195	B	25	SPECIAL STUDY - HONOR	ZHOU, Q	3	50%	Spring	1	0	1
<b>TOTAL, PSYCHOLOGY</b>									<b>1</b>	<b>0</b>	<b>1</b>
<b>SOCIOLOGY</b>											
	163		1	POPULAR CULTURE IN SOUTH KOREA	LIE, J	3	100%				
	179		1	EAST ASIA IN THE AGE OF GLOBALIZATION	LIE, J	4	100%	Fall	14	0	14
	183			CONTEMPORARY CHINESE SOCIETY	GOLD, T	4	100%			0	0
	199		25	SUPERVISED INDEPENDENT STUDY	LIE, J	4	100%				
	202	B	1	CONTEMPORARY SOCIOLOGICAL THEORY	LIE, J	5	75%				
	295		13	INDEPENDENT STUDY	GOLD, T	12	100%	Spring	0	2	2
	296		20	DIRECTED DISSERTATION RESEARCH	LIE, J	12	100%	Spring	0	2	2
	301		18	PROFESSIONAL TRAINING: TEACHING	LIE, J	6	75%				0
<b>TOTAL, SOCIOLOGY</b>									<b>14</b>	<b>4</b>	<b>18</b>
<b>TOTAL, SOCIAL SCIENCES DIVISION</b>									<b>1744</b>	<b>145</b>	<b>1734</b>
<b>GLOBAL STUDIES</b>											
<b>ASIAN STUDIES</b>											
	10	A	1	INTRODUCTION TO ASIAN STUDIES	CHANG, C C	4	75%	Fall	130	0	130
	10		1	INTRODUCTION TO ASIAN STUDIES	CHANG, C C	4	75%				0
	98		1	DIRECTED GROUP STUDY	BERRING, R C	4	75%	Spring	7	0	7
	98		2	DIRECTED GROUP STUDY	BERRING, R C	4	75%	Spring	9	0	9

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	98		3	DIRECTED GROUP STUDY	BERRING, R C	4	75%	Spring			0
	98		4	DIRECTED GROUP STUDY	WALLACE, J	4	75%	Spring	14	0	14
	110	Q	1	ASIA IN GLOBAL CONTEXT	PO, L	3	100%	Spring	31	0	31
	150		1	SPECIAL TOPICS: CONFUCIANISM & BUDDHISM IN KOREAN HISTORY & CULTURE	CHO, E	4	100%	Fall	10	1	11
	150		1	SPECIAL TOPICS: KOREA	EAU, J	4	100%	Spring	14	0	14
	150		1	SPECIAL TOPICS: CHINA & INDIA IN THE AGE OF GLOBALIZATION	CHANG, C C	4	50%	Spring	13	0	13
	150		1	SPECIAL TOPICS: IMMIGRATION AND MULTICULTURALISM IN ASIA	YAMANAKA, K	4	100%	Fall	29	0	29
	150		2	SPECIAL TOPICS: ORIGINS OF THE KOREAN NATION(S)	DAVEY, J	4	100%	Fall	28	0	28
	150		2	SPECIAL TOPICS: IMMIGRATION AND MULTICULTURALISM IN ASIA	DAVEY, J	4	100%	Fall	25	0	25
	150		2	SPECIAL TOPICS: HISTORY & MEMORY IN KOREA & JAPAN	DAVEY, J	4	100%	Spring	18	0	18
	150		2	SPECIAL TOPICS: PRE MODERN KOREAN HISTORY	DAVEY, J	4	100%				
	150		2	SPECIAL TOPICS: "EMERGING GIANTS: 'CHINA AND INDIA'"	CHANG, C C	4	50%	Spring	30	1	31
	150	Q	1	SPECIAL TOPICS IN ASIA: IMMIGRATION AND MULTICULTURALISM IN ASIA	YAMANAKA, K	4	100%				
	150	Q	1	SPECIAL TOPICS IN ASIA	CHANG, C C	4	100%				
	150	Q	2	SPECIAL TOPICS IN ASIA	CHANG, C C	4	100%				
	192	B	32	SUPERVISED RESEARCH: SOCIAL SCIENCES	DITTMER, L	2	100%				

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
				<i>Note: Discussion sessions in italics</i>				Enrollment			
Course #			Sec #	Course Name	Instructor(s)	Units		Term	UG	Grad	Total
	192	B	33	SUPERVISED RESEARCH: SOCIAL SCIENCES	DITTMER, L	2	100%	Spring	8	0	8
	192	B	51	SUPERVISED RESEARCH: SOCIAL SCIENCES	HABU, J	1	100%				
	192	B	88	SUPERVISED RESEARCH: SOCIAL SCIENCES	O'BRIEN, K	1	100%				
	192	B	91	RESEARCH SOCIAL SCIENCES	O'BRIEN, K	1	100%				
	192	B	107	SUPERVISED RESEARCH: SOCIAL SCIENCES	TSENG, W	2	80%	Fall	4	0	4
	192	B	108	SUPERVISED RESEARCH: SOCIAL SCIENCES	VOGEL, S	4	100%	Fall	3	0	3
	192	B	113	SUPERVISED RESEARCH: SOCIAL SCIENCES	STERN, R	2	100%	Fall	1	0	1
	192	B	113	SUPERVISED RESEARCH: SOCIAL SCIENCES	TSENG, W	2	80%	Spring	6	0	6
	192	B	114	SUPERVISED RESEARCH: SOCIAL SCIENCES	VOGEL, S	5	100%				
	192	B	116	RESEARCH SOCIAL SCIENCES	VOGEL, S	2	100%	Spring	1	0	1
	173		1	INTERNATIONAL HUMAN RIGHTS	ZOOK, D	4	50%				
H	195	B	1	SENIOR HONORS	YAMANAKA, K	3	100%	Spring	3	0	3
	199		1	SUPERVISED INDEPENDENT STUDY	DAVEY, J	1	100%	Fall	2	0	2
	201		1	ASIAN STUDIES PROSEMINAR	ONG, A	1	100%	Spring	0	5	5
TOTAL, ASIAN STUDIES									386	2	388
NEAR EASTERN STUDIES											
C	26		1	INTRODUCTION TO CENTRAL ASIA	MEHENDALE, S	3	25%	Fall	31	0	31
	126		1	SILK ROAD ART	MEHENDALE, S	4	25%			0	0
TOTAL NES									31	0	31
GLOBAL STUDIES											



APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
								Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
	10		1	INTRODUCTION TO ASIA	CHANG, C	4	70%	Fall	147	0	147
	45		1	SURVEY OF WORLD HISTORY	KARRAS, A	4	25%				0
	110	Q	1	ASIA GLOBAL CONTEXT - INTERNATIONAL & AREA STUDIES	PO, L	3	100%	Spring	25	0	25
	131		1	ASIAN DIASPORA	YAMANAKA, K	4	100%	Fall	22	0	22
	150		1	ADVANCED STUDIES IN INTERNATIONAL & AREA STUDIES	CHANG, C	4	25%	Spring	25	0	25
	198		4	DIRECTED GROUP STUDIES	SAS, M	1	100%	Fall	4	0	4
	198		1	DIRECTED GROUP STUDIES	DAVEY, J	1	100%	Fall	29	0	29
	198		2	DIRECTED GROUP STUDIES	BERRING, R	2	100%	Fall	16	0	16
	198		3	DIRECTED GROUP STUDIES	BERRING, R	2	100%	Fall	23	0	23
	198		4	DIRECTED GROUP STUDIES	BERRING, R	2	100%	Fall	20	1	21
	198		2	DIRECTED GROUP STUDIES	BERRING, R	2	100%	Spring	28	0	28
	198		3	DIRECTED GROUP STUDIES	BERRING, R	2	100%	Spring	31	0	31
	198		5	DIRECTED GROUP STUDIES	JONES, A	2	100%	Spring	18	0	18
	198		15	DIRECTED GROUP STUDIES	NEUHAUSER, L	2	30%	Spring	4	0	4
	199		2	SUPERVISED INDEPENDENT STUDY - INTERNATIONAL & AREA STUDIES	DAVEY, J	1	100%	Fall	2	0	2
	299		3	INDEPENDENT STUDY - INTERNATIONAL & AREA STUDIES	NELSON, L	6	50%	Spring	0	1	1
	299		4	INDEPENDENT STUDY - INTERNATIONAL & AREA STUDIES	NELSON, L	6	50%	Spring	0	1	1
TOTAL IAS									394	3	397
PEACE & CONFLICT STUDIES											
	126		1	INTERNATIONAL HUMAN RIGHTS	STAFF	4	25%				0
TOTAL PACS											0

APPENDIX 2											
EAST ASIA COURSE OFFERINGS											
Academic Years 2016-17, 2017-18, 2018-19											
							% of East Asia Content	2016-17			
								Enrollment			
Course #		Sec #	Course Name	Instructor(s)	Units			Term	UG	Grad	Total
POLITICAL ECONOMY OF INDUSTRIAL SOCIETIES											
	150		5	INFO TECHNOLOGY, POLITICS & POP CULTURE IN EAST ASIA	STAFF	4	100%			0	
TOTAL PEIS								0	0	0	
SOCIAL SCIENCE											
	192 B	33	RESEARCH SOCIAL SCIENCE	DITTMER, L	2	100%	Spring	8	0	8	
	192 B	33	RESEARCH SOCIAL SCIENCE	DITTMER, L	2	100%	Spring	8	0	8	
	192 B	54	RESEARCH SOCIAL SCIENCE	GOLD, T.	2	100%	Spring	8	0	8	
	192 B	107	RESEARCH SOCIAL SCIENCE	TSENG, W	2	100%	Fall	4	0	4	
	192 B	108	RESEARCH SOCIAL SCIENCE	VOGEL, S	4	100%	Fall	3	0	3	
	192 B	113	RESEARCH SOCIAL SCIENCE	STERN, R E	2	100%	Fall	1	0	1	
	192 B	113	RESEARCH SOCIAL SCIENCE	STERN, R E	2	100%	Fall	1	0	1	
	192 B	113	RESEARCH SOCIAL SCIENCE	TSENG, W	2	100%	Spring	6	0	6	
	192 B	116	RESEARCH SOCIAL SCIENCE	VOGEL, S	2	100%	Spring	1	0	1	
TOTAL SOCSCI								40	0	40	
TOTAL, UGIS DIVISION								851	5	856	
PROFESSIONAL SCHOOLS											
BUSINESS ADMINISTRATION											
	118		1	INTERNATIONAL TRADE	WOOD, S A	3	25%	Spring	65	0	65
	178		1	INTRODUCTION TO INTERNATIONAL BUSINESS	HIMELSTEIN, D A	3	25%	Summer	113	17	130
	178		2	INTRODUCTION TO INTERNATIONAL BUSINESS	HIMELSTEIN, D A	3	25%	Summer	55	7	62
	178		1	INTRODUCTION TO INTERNATIONAL BUSINESS	HIMELSTEIN, D A	3	25%	Spring	33	0	33

APPENDIX 2									
EAST ASIA COURSE OFFERINGS									
Academic Years 2016-17, 2017-18, 2018-19									
Course #	Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
						Term	UG	Grad	Total
		<i>Note: Discussion sessions in italics</i>							
178	1	INTRODUCTION TO INTERNATIONAL BUSINESS	HIMELSTEIN, D A	3	25%				
179	1	INTERNATIONAL CONSULTING FOR SMALL AND MEDIUM ENTERPRISES	HIMELSTEIN, D A	3	25%				
270	1	WORKSHOP IN INSTITUTIONAL ANALYSIS	YUCHTMAN, N	3	50%				
<b>TOTAL, BUSINESSADMINISTRATION</b>							<b>266</b>	<b>24</b>	<b>290</b>
ARCHITECTURE									
198	1	DIRECTED GROUP STUDY--JAPAN	BUNTROCK, D	1	50%				
199	2	SUPERVISED INDEPENDENT STUDY	BUNTROCK, D	1	50%				
269	1	JAPANESE ARCHITECTURE	BUNTROCK, D	3	100%				
299	12	INDIVIDUAL STUDY - ARCHITECTURE/URBAN & REGIONAL PLANNING	BUNTROCK, D	3	50%	Spring	0	2	2
<b>TOTAL, ARCHITECTURE</b>							<b>0</b>	<b>2</b>	<b>2</b>
CITY& REGIONAL PLANNING									
202	1	GRADUATE OPTION STUDIO	CHOW, R	5	25%	Spring	2	15	17
219	1	COMPARATIVE INTERNATIONAL TOPICS IN TRANSPORTATION	CERVERO, R B	3	25%				0
<b>TOTAL, CITY&amp; REGIONAL PLANNING</b>							<b>2</b>	<b>15</b>	<b>17</b>
ENVIRONMENTAL DESIGN									
193	1	CURRICULAR PRACTICAL TRAINING FOR INT'L STUDENTS	CHOW, R	0	25%				0
193	1	CURRICULAR PRACTICAL TRAINING FOR INT'L STUDENTS	CHOW, R	0	25%				
<b>TOTAL, ENVIRONMENTAL DESIGN</b>							<b>0</b>	<b>0</b>	<b>0</b>
EDUCATION									

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17 Enrollment			
							Term	UG	Grad	Total
			<i>Note: Discussion sessions in italics</i>							
202	D	2	SOCIAL & PERSONAL DEVELOPMENT SEMINAR	HOLLOWAY, S	2	30%				0
225		1	EARLY SOCIALIZATION	HOLLOWAY, S	3	30%				
<b>TOTAL, EDUCATION</b>								<b>0</b>	<b>0</b>	<b>0</b>
INFORMATION										
296A		1	DIGITAL ACTIVISM	XIAO, Q	3					
<b>TOTAL, INFORMATION</b>										<b>0</b>
LAW										
214	.4	1	ADVANCED INTERDISCIPLINARY WORKSHOP ON LAW	STERN, R	3	100%	Fall	0	6	6
261		1	INTERNATIONAL LAW	LINOS, K	4	25%	Fall	0	34	34
261	8	1	CHINESE LAW, LEGAL INSTITUTIONS	STERN, R	1	100%	Spring	0	14	14
264		1	OCEAN LAW AND POLICY SEMINAR	SCHEIBER, H N	3	40%				
295	5H	1	INTERNATIONAL HUMAN RIGHTS LAW CLINIC	FLETCHER, L	4	25%	Fall	0	10	10
<b>TOTAL, LAW</b>								<b>0</b>	<b>64</b>	<b>64</b>
PUBLIC HEALTH										
198		4	DIRECTED GROUP STUDY--MIGRANT HEALTH CHINA	NEUHAUSER, L	1	25%	Fall	9	0	9
198		12	DIRECTED GROUP STUDY--MIGRANT HEALTH CHINA	TSENG, W	1	25%				
198		13	DIRECTED GROUP STUDY	TSENG, W	1	25%	Fall	40	0	40
198		21	DIRECTED GROUP STUDY	TSENG, W	1	25%	Fall	4	0	4
198		22	DIRECTED GROUP STUDY	TSENG, W	1	25%	Fall	10	0	10
199		27	SUPERVISED INDEPENDENT STUDY	TSENG, W	4	25%				
W 212		1	FOUNDATIONS FOR GLOBAL HEALTH	SPEAR, R C	3	25%				
<b>TOTAL, PUBLIC HEALTH</b>								<b>63</b>	<b>0</b>	<b>63</b>

APPENDIX 2										
EAST ASIA COURSE OFFERINGS										
Academic Years 2016-17, 2017-18, 2018-19										
Course #		Sec #	Course Name	Instructor(s)	Units	% of East Asia Content	2016-17			
							Enrollment			
							Term	UG	Grad	Total
<b>SOCIAL WELFARE</b>										
H	195	11	SENIOR HONORS COURSE	CHOW, J	3	25%				
	274	1	IMMIGRANTS & REFUGEES IN THE U.S.	CHOW, J	2	25%				
	282	7	SEMINAR IN SOCIAL WELFARE RESEARCH	CHOW, J	2	25%				
<b>TOTAL, SOCIAL WELFARE</b>								<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL, PROFESSIONAL SCHOOLS</b>								<b>331</b>	<b>105</b>	<b>436</b>
<b>COLLEGE OF NATURAL RESOURCES</b>										
<b>AGRICULTURAL &amp; RESOURCE ECONOMICS &amp; POLICY</b>										
C	151	1	ECONOMIC DEVELOPMENT	ROLAND-HOLST, R	4	80%				
	298	2	SPECIAL STUDY	AUFFHAMMER, M	2	25%				
	299	2	INDIVIDUAL RESEARCH	AUFFHAMMER, M	11	40%				
<b>TOTAL, AGRICULTURAL &amp; RESOURCE ECONOMICS &amp; POLICY</b>								<b>0</b>	<b>0</b>	<b>0</b>
<b>ENVIRONMENTAL SCIENCE, POLICY &amp; MANAGEMENT</b>										
	165	1	INTERNATIONAL RURAL POLITICS	CARR, C	4	25%	Fall	50	0	50
	169	1	INTERNATIONAL ENVIRONMENTAL POLITICS	O'NEIL, K	4	25%	Fall	132	2	134
<b>TOTAL, ENVIRONMENTAL SCIENCE, POLICY &amp; MANAGEMENT</b>								<b>182</b>	<b>2</b>	<b>184</b>
<b>TOTAL, COLLEGE OF NATURAL RESOURCES</b>								<b>182</b>	<b>2</b>	<b>184</b>
<b>TOTAL, EAST ASIAN ENROLLMENTS, 2016-17</b>								<b>7048</b>	<b>673</b>	<b>7611</b>

### APPENDIX 3: Berkeley East Asia NRC Performance Measures

**Project Goal: Expand impact of international and world area-specific educational opportunities for community and Minority-Serving Institutions.**

Performance Measures	Performance Measure Activities	Data Indicators	Frequency	Data Source	Baseline and Target	
					BL	T1
1. Facilitate the construction of TWO online World History courses (WH pre-1500 and WH post-1500) for inclusion in the State of California's Online Exchange (the online course exchange among a consortium of 23 California community colleges).	1.a. Recruit community college instructors for participation in 4-year process	1.a.i. Number of community College instructors recruited	annual	ORIAS records	0	8
		1.a.ii. Number of community college instructors who attend meetings and produce agreed-upon work	annual	Records from meetings	0	8
	1.b. Produce 20 online instructional units for Canvass platform	1.b.i. Number of online instructional units created and made freely available on Canvass platform	annual	Website	0	10
	1.c. Submit 2 World History courses for approval to the California Online Exchange for community college courses	1.c.i. Number of World History courses submitted to California Online Exchange	annual	Exchange website	0	0
2. Expand the reach of ORIAS activities to at least 40 <i>previously un-engaged</i> community	2.a. Hold annual ORIAS summer institute for Community College teachers (with	2.a.i. Number of community college educators who attend the summer institute	annual	ORIAS records	0	25

### APPENDIX 3: Berkeley East Asia NRC Performance Measures

college teachers by engaging teachers who have no prior experience with ORIAS activities.	focus on global studies)	2.a.ii. Number of participants at each institute who are new to ORIAS activities	annual	ORIAS records	0	5
	2.b. Hold ORIAS small-group, short (2 - 4 hours) workshops	2.b.i. Number of small-group workshops open to community college educators.	annual	ORIAS records	0	12
		2.b.i. Number of small-workshop participants who are new to ORIAS activities	annual	ORIAS meeting records	0	5

### Project Goal: Provide international and world area-specific educational opportunities for K-12 teachers to address needs generated by statewide curricular changes.

<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Source</i>	<i>Baseline a</i>	
					<i>BL</i>	<i>T1</i>
1. Expand the reach of ORIAS activities to at least 60 <i>previously un-engaged</i> K-12 teachers by engaging teachers who have no prior experience with ORIAS activities.	1.a. Hold annual ORIAS Summer Institute for K-12 teachers	1.a.i. Number of K-12 educators who attend the summer institute	annual	ORIAS attendance records	0	23
		1.a.ii. Number of participants at each institute who are new to ORIAS activities	annual	ORIAS attendance records	0	5

### APPENDIX 3: Berkeley East Asia NRC Performance Measures

	1.b. Hold ORIAS small-group, short (2-4 hr.) workshops	1.b.i. Number of small-group workshops open to K-12 educators	annual	ORIAS attendance records	0	12
		1.b.ii. Number of small-workshop participants who are new to ORIAS activities	annual	ORIAS attendance records	0	10
2. Support Bay Area teachers in the 6th, 7th and 10th grades in implementing the standards for global history through California History Social Science (CA H-SS) online lesson development.	2.a. Hold one 5-day Summer Institute per year, for 6th, 7th and 10th grade teachers (one grade per year)	2.a.i. Number of Summer Institutes successfully held (cumulative)	annual	CA H-SS records	0	1
		2.b.i. Number of teacher leaders recruited, total for grades 6, 7, 10 (one grade per year, cumulative)	annual	CA H-SS records	0	4
	2.c. Post materials to CA H-SS website	2.c.i. Number of course outlines (cumulative)	annual	CA H-SS website	0	3
		2.c.ii. Number of lesson plans posted to CA H-SS website (cumulative)	annual	CA H-SS website	0	0



### APPENDIX 3: Berkeley East Asia NRC Performance Measures

**Project Goal: Strengthen training in the least-studied priority languages of East Asia and their regional and national need as identified by the federal government, including Cantonese, Tibetan and Korean.**

<i>Performance Measures</i>	<i>Performance Measure Activities</i>	<i>Data Indicators</i>	<i>Frequency</i>	<i>Data Source</i>	<i>Baseline and Target</i>	
					<i>BL</i>	<i>T1</i>
1. Build program in Cantonese and increase enrollments by 10% per year.	1.a. Introduce Cantonese courses into the curriculum	1.a.i. Number of courses offered	annual	Registrar and department records	0	0
	1.b. Increase enrollments by at least 20% per year	1.b.i. Number of students enrolled	annual	Registrar and department records	0	15
2. Increase student enrollments in Korean language courses by at least 5% per year, starting in 2019-2020.	2.a. Offer new courses in Korean language	2.a.i. Number of courses offered	annual	Registrar and department records	0	0
	2.b. Increase enrollments by at least 7% per year	2.b.i. Number of students enrolled	annual	Registrar and department records	866	866
3. Increase enrollments in Tibetan language courses by 5% per year.	3.a. Increase enrollments by 5% per year	3.a.i. Number of students enrolled	annual	Registrar and department records	56	59



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH  
119 CALIFORNIA HALL #1500

BERKELEY, CALIFORNIA 94720-1500

June 5, 2018

U.S. Department of Education  
International and Foreign Language Education Office

To Whom It May Concern:

As the Vice Chancellor for Research at UC Berkeley, I write to express my strong support for the National Resource Center/Foreign Language and Area Studies grant proposal from the Institute of East Asian Studies (IEAS), under the leadership of Director Kevin O'Brien. The Institute of East Asian Studies is one of ten Organized Research Units (ORUs) at UC Berkeley that are devoted to aspects of international and area studies. IEAS has a wide reach of constituents across the campus, not only in the College of Letters and Science, but also in the professional schools (Public Health, Law, Journalism, Haas School of Business, etc.) and even in science areas such as the College of Natural Resources. This is the virtue of ORUs: they cross divisional lines to serve the entire campus and beyond.

I believe that IEAS' proposed NRC/FLAS program will serve the Department of Education well. Funding for the program from NRC/FLAS would be a well-justified investment of federal funds. IEAS has an excellent track record of success and impact on a wide variety of stakeholders. In fact, East Asian Studies is the largest area center on campus, in part because California has a very dynamic history of supporting East Asian studies, a tradition that goes back over a 125 years. The director of IEAS, Kevin O'Brien, was selected through a rigorous appointment process to head IEAS because of his leadership record on campus. Professor O'Brien has been strikingly successful in building up East Asian studies in recent years, with several philanthropic gifts to IEAS, including a new endowed center for Silk Road studies. He is ideally suited to lead the East Asia National Resource Center.

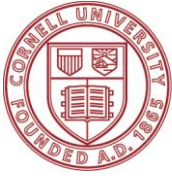
UC Berkeley is well positioned to carry out and support the activities of the proposed NRC/FLAS program. In addition to the ORU structure, oversight provided by my office, and the considerable infrastructure for management of federal grants, we have the faculty, students, and resources to conduct research, teacher training, public outreach, and teaching of lesser-taught languages. Indeed the goals of the NRC program align perfectly with the "teaching, research, and public service" mission of the University of California. We are committed to serving the national need for increased numbers of specialists with expertise in foreign languages and training in diverse cultures.

I hope you will consider funding this proposal.

Sincerely,

A handwritten signature in black ink that reads "Randy Howard Katz". The signature is written in a cursive, flowing style.

Randy Howard Katz  
Vice Chancellor for Research



Cornell University

College of Arts and Sciences

Andrew Mertha  
Professor  
Government Department  
Cornell University  
316 White Hall  
Ithaca NY 14853-7901

Telephone: 607 262-6440  
Fax: 607 255-4530

To Whom It May Concern:

I write to endorse the National Resource Center/Foreign Language and Area Studies grant proposal from UC Berkeley's Institute of East Asian Studies (IEAS), under the leadership of Director Kevin O'Brien.

UC Berkeley is arguably the top university in the world for the study of East Asia. It has the faculty, students and resources for building and maintaining programs that few universities anywhere can match, including a renowned faculty and a deep historical connection with East Asia. Indeed the first endowed chair at Berkeley, given in the late 19th century, was to support East Asian studies. IEAS is recognized nationwide for the broad excellence of its programs, including conferences, publications and important scholarly journals. It supports faculty and students across the campus, in professional schools as well as in the arts, humanities and social sciences. IEAS is therefore superbly positioned to allocate federal resources fairly and wisely across the campus in a manner that will meet or exceed any expectation on the part of the Department of Education.

I have known Kevin O'Brien, the IEAS Director and PI of the proposed NRC, for 20 years. We first met when I was a graduate student at Michigan and I've had a chance to chat with him often about professional development and other issues, most recently when I was in the process of deciding to take over the directorship of the China Program at the Johns Hopkins School of Advanced International Studies, which I will begin this summer. Kevin is a top scholar in the field of Chinese politics and is known far and wide for the students he has produced and for being a generous mentor to younger Sinologists. Kevin is highly respected at UC Berkeley as a fair and effective director of IEAS, the campus unit that leads organized research efforts concerning East Asian Studies not only at Berkeley, but in the region. A political scientist of China by training, he has spent years in East Asia, speaks Chinese, and is knowledgeable of a wide range of fields covered by IEAS. It is very much in character for Kevin O'Brien to submit a proposal that seeks to strengthen aspects of Berkeley's program that have little to do with his own work (that is, to promote Korean, Tibetan and Cantonese studies). These are areas of East Asian studies that need a leg up in the United States, and Berkeley/IEAS is the right place, under Kevin leadership, for this to happen. He has developed excellent relationships with the campus administration and has earned the trust of colleagues in multiple departments. An investment in Berkeley's East Asian program by the federal government will pay dividends for all these reasons.

I urge the Department of Education to fund UC Berkeley's East Asian studies program. It will be a wise investment that will serve the national need. Thank you for your consideration

If there is any additional information I can provide, please do not hesitate to contact me.

Sincerely,

Andrew Mertha  
Professor of Government  
Cornell University

## Statement of Commitment

*for*

UC Berkeley Title VI Centers' World History Project

With this letter, I offer the following specific support and commitment to the multi-year project proposed by UC Berkeley's Title VI Centers for 2018-2022.

The UC Berkeley History-Social Science Project (UCBHSSP) is excited to work with the Title VI Centers (Center for African Studies; Center for Latin American Studies; Center for Middle Eastern Studies; Center for Southeast Asia Studies; Tang Center for Silk Road Studies; Institute for South Asia Studies; Institute for East Asian Studies; Institute of European Studies; Institute of Slavic, East European, and Eurasian Studies) in this exciting project to foster greater historical content knowledge and discipline-specific thinking skills for area educators. This project, focusing on world history topics, will help educators better prepare students to understand cross-regional and thematic elements in world history and translate them into their own classroom practice.

The UC Berkeley History-Social Science Project will lead three cohorts of teacher leader to develop model course arcs, and exemplar lessons, for the required global history courses in California: the Ancient World (6<sup>th</sup>), the Medieval World (7<sup>th</sup>), and the Modern World (10<sup>th</sup>). The course outlines and model lessons will be made available on our website and shared at summer institutes for Bay Area teachers. Each institute will include scholar lectures, the introduction of the planning arc, presentation of classroom-tested model lessons, and work time for participating educators to explore resources and map their own course of study.

The UC Berkeley History-Social Science Project, one of the California Subject Matter Projects, has been engaged in providing professional development for more than 25 years to Bay Area K-12 history educators. We have developed programs and learning strategies, particularly with regard to historical literacy, that support the learning of all students. We are excited to develop course outlines, aligned to the recently adopted California History-Social Science Framework (2016) and informed by the latest in academic scholarship.

Sincerely,



Dr. Rachel B. Reinhard  
Director, UC Berkeley History-Social Science Project

**LETTER OF COMMITMENT: UCB NRC/FLAS grant**

Nancy Sato  
2820 Monte Cresta Drive  
Belmont, CA 94002-1337  
5/2/18

Martin Backstrom, Director  
Institute of East Asian Studies (IEAS), UC Berkeley  
1995 University Avenue, 5th floor  
Berkeley, CA 94720

To Whom It May Concern:

I am honored to be the outside program evaluator for UC Berkeley's teacher professional development programs represented in this proposal. As you can see from my CV, I have had many years of experience in these kinds of programs and in working with teacher professional development in a variety of capacities. My most recent work has involved evaluations of many kinds of teacher professional development and international programs aimed at improving teaching and learning about cultures and international studies at a variety of institutions, involving all grade levels (K-post graduate/professional levels).

IEAS brought me into the process in the planning phases, and I will be able to continue my collaboration with all the Area Centers involved in this proposal for the full grant period. These centers include the Center for African Studies (CAF), Center for Latin American Studies (CLAS), Center for Middle Eastern Studies (CMES), Center for Southeast Asia Studies (CSEAS), Center for Silk Road Studies (TCSRS), Institute of South Asian Studies (ISAS), Institute of European Studies (IES), Institute of Slavic, East European and Eurasian Studies (ISEEES), as well as IEAS. My primary goals are to develop an evaluation design and protocol (data collection, feedback and implementation plan) that will provide effective feedback and evaluation services to ensure their successful completion of the planned activities and that will help improve upon the high quality and kinds of professional development activities offered.

Thank you very much for your time and consideration.



Nancy Sato  
Independent evaluator

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:** 1237-NRC Budget Justification 2018--Final2.pdf

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

## BUDGET JUSTIFICATION

The proposed 2018-2021 budget for Berkeley's East Asia National Resource Center is designed to achieve the greatest good from a small infusion of seed dollars. NRC funds applied to priority projects that are likely to leverage future support, such as the introduction of Cantonese.

### PERSONNEL:

Administration: TBD, administrative assistance. He/she will commit 25% of salary, at \$14,000 per year with a 2% increase of pay per year.

The specific requirements this project meets are: the administrative services are integral to the project; the individuals involved can be specifically identified with the project; and the costs are not also recovered as indirect costs. NRC support for administrative costs is essential due to the extra effort involved with administering a National Resource Center. The effort includes mounting multiple new public programs each year, coordinating teacher training efforts, administering FLAS awards, collecting required data, and reporting program outputs as required by the U.S. Department of Education.

Language Instruction: TBD, Cantonese, 1<sup>st</sup> and 2<sup>nd</sup> year (alternating starting fall 2019). Lecturer 33% effort/salary at \$28,560 per year with a 2% increase of pay per year.

Language Instruction: TBD, Korean-Business Korean (starting spring 2019). Lecturer 16.5% effort/salary at \$14,000 per year with a 2% increase of pay per year.

Language Instruction: TBD, Advanced Reading in Chinese. Lecturer 33% effort/salary at \$28,000 per year with a 2% increase of pay per year.

Language Instruction: TBD, Advanced Reading in Japanese. Lecturer 33% effort/time at \$28,000 per year with a 2% increase of pay per year.

Outreach/FLAS Coordinator Davis. 10% of salary at \$12,500 per year with a 2% increase of pay per year.

Outreach/Program Coordinator Cary. 10% of salary at \$6,900 per year with a 2% increase of pay per year (benefits at \$0, paid by retirement system).

Library Student Cataloguing Assistant: 10 hrs/week at \$6,000 per year with a 2% increase of pay per year (benefits at \$0).

*Salaries are based on 10/01/18 actual salaries and are projected to include a 2% annual cost-of-living adjustment (and merit, if applicable) effective each year.*

### FRINGE BENEFITS:

The University of California, Berkeley Composite Fringe Benefit Rates have been reviewed and federally approved by the Department of Health and Human Services (DHHS) on 09/20/2017 for

use by all fund sources for FY17. Rates beyond June 30, 2018 are estimates and are provided for planning purposes only. Future CFBR rates are subject to review and approval by DHHS on an annual or bi-annual basis. Fringe benefits are assessed as a percentage of the respective employee's salary. The benefit rates are as follows:

	Approved	Projections for Planning Purposes ----->				
CBR Rate Group	FY17	FY18	FY19	FY20	FY21	FY22
Academic	39.00%	40.00%	40.00%	40.00%	40.00%	40.00%
Staff	46.00%	48.00%	48.00%	48.00%	48.00%	48.00%
Limited	17.00%	19.00%	19.00%	19.00%	19.00%	19.00%
Students	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

For more information, please see: <http://www.spo.berkeley.edu/policy/benefits/benefits.html>

The University of California provides full remission of tuition, fees, and graduate student health insurance to all graduate students who are employed on campus 45% time or greater during the academic year. The rate for in-state remission is \$8,827.25 per semester, which is escalated annually in the budget at a rate of 10% per year. The rate for out-of-state remission is \$16,378.25 per semester, which is escalated annually in the budget at a rate of 10% per year. Additional information regarding the fee remission program can be found at: <http://grad.berkeley.edu/financial/fee-remissions/>.

#### TRAVEL:

Domestic: Total \$2,400 for year 1. Administrative travel to Washington for orientations. One at \$1,200/trip contribution (2 in 2018). Estimated breakdown of costs are as follows:

Trips	Days	PI	Senior Staff		
1	4	1	1		
Airfare	Per Diem	Taxi	Conference Registration PI	Conference Registration Staff	
\$400	\$800	\$0	\$0	\$0	

International per diem rates can be found here: [https://aoprals.state.gov/web920/per\\_diem.asp](https://aoprals.state.gov/web920/per_diem.asp)

#### SUPPLIES AND EXPENSES:

A supplies and expenses budget of \$86,500 is requested for the entire project period and will be used solely for benefit of the research project as follows:

Total Year 1: \$36,000 for East Asian Library acquisitions; office supplies, copying,



communications, IT, room rentals for organized research program at IEAS, Chinese Studies, Japanese Studies, Korean Studies, Buddhist Studies, as well as for student groups.

Total Year 2: \$17,500 for East Asian Library acquisitions; office supplies, copying, communications, IT, room rentals for organized research program at IEAS, Chinese Studies, Japanese Studies, Korean Studies, Buddhist Studies and student groups.

Total Year 3: \$17,500 for East Asian Library acquisitions; office supplies, copying, communications, IT, room rentals for organized research program at IEAS, Chinese Studies, Japanese Studies, Korean Studies, Buddhist Studies and student groups.

Total Year 4: \$15,500 for East Asian Library acquisitions; office supplies, copying, communications, IT, room rentals for organized research program at IEAS, Chinese Studies, Japanese Studies, Korean Studies, Buddhist Studies and student groups.

Acquiring new materials on East Asian film, media and visual/material culture will support our programming and will help to solidify the Starr Library's position as a true national resource. The budget request for IEAS and its centers will allow it to mount programs of national importance during the four-year grant period.

#### OTHER DIRECT COSTS:

The total "Other" Direct Cost budget request is \$167,750 over four years:

History/Social Science Global History: total requested \$7,250. Partial development costs for 3 global history courses for a total of \$5,750 and website development for posting lessons at \$1,500.

ORIAS (Joint Title VI Outreach Center): total requested support \$12,500. K-12: summer institutes, reading groups, Workshops, for a subtotal of \$5,500; community college summer institutes for a subtotal of \$3,500; community college online course construction for a subtotal of \$3,500.

IEAS and Center Organized Research support: total requested \$48,000 for "Walls and Borders" series. Professional service fees at IEAS: 10-8-7-7 per year at \$300 for a total of \$9,600; Chinese Studies, 10-8-7-7 at \$300 for a total \$9,600; Japanese Studies, 10-8-7-7 @ \$300 for a total of \$9,600. Korean Studies, 10-8-7-7 at \$300 for a total of \$9,600. Buddhist Studies, 10-8-7-7 at \$300 for a total of \$9,600.

Conference Participant Travel – Total \$96,000. IEAS, 10 at \$600 (8, 7, 7, in 2019-2) for a total of \$19,200; Chinese Studies, 10 at \$600 (8, 7, 7, in 2019-2) for a total of \$19,200; Japanese Studies 10 at \$600 (8, 7, 7, in 2019-2) for a total of \$19,200; 10 at \$600 (8, 7, 7, in 2019-2) for a total of \$19,200; 10 at \$600 (8, 7, 7, in 2019-2) for a total of \$19,200.

Evaluation: total request \$4,000 for external reviewer, Nancy Sato. Professional service fees @ \$1,000 per year.

Section E, “Other,” contains requests for seed funding for a number of teacher-training and outreach activities, consistent with the NRC Absolute Priority, and the two NRC Competitive Preference Priorities. This includes modest costs to facilitate our plan to develop three new global history courses for K-12 teachers, consistent with CPP 2, through the California History Social Science Project (E1). Because we will share costs with up to eight other NRCs on the Berkeley campus, these programs can be funded at a relatively low cost per center, while achieving maximum effect. Outreach funds (E2) will also support three existing ORIAS programs that continue to meet NRC teacher-training goals to develop curriculum for K-12 (CPP 2) and community college instructors (CPP 1). We are able to support three ORIAS programs for a modest \$3,100 or less per year (average over four years).

Finally, our request for partial support for the proposed series of conferences, lectures and other projects on “Walls and Borders” in East Asia provides the incentive for our centers to explore an important emerging field of inquiry. NRC funds (at approximately \$11,000 per center in the first year, ramping down to \$9800 per center in 2019 and \$7900 in 2020 and 2021, will provide a significant boost to enable ambitious large-scale conferences. (Costs are split between supplies, including office supplies, IT, room rental, etc., see D2); professional service fees at \$300 each (E3a1-5) and participant travel, \$600 per person, E3b1-5).

Finally, we request funding (\$1000 per year) for ongoing evaluation activities by Dr. Nancy Sato, who will conduct a full professional evaluation of our joint teacher-training programs.

#### TRAINING STIPENDS (FLAS Fellowships):

Total FLAS budget - Graduate Student payment budget for a total of \$1,176,000 is requested for the entire project period and will be used solely for the benefit of the project as follows:

The FLAS budget requests eight graduate awards each academic year and four awards each summer. While this request pushes the limit of the recommended FLAS budget, we feel it is justified by strong demand.

#### INDIRECT COSTS:

Per the sponsor’s policy, indirect costs have been limited to 8% of total modified direct costs. UC Berkeley's federally negotiated indirect cost rate agreement can be found at: <https://spo.berkeley.edu/policy/fa2017.pdf>

University of California, Berkeley									
EAST ASIA NATIONAL RESOURCE CENTER									
2018-2021 Center Budget									
					pg. #	2018-19	2019-20	2020-21	2021-22
A.	SALARIES								
1	Administration								
	a	NRC Admin Asst. 80% time/25% of salary		11		14,000.00	14,280.00	14,565.60	14,846.40
		Benefits @48%	6,720.00						
	Subtotal, administration					14,000.00	14,280.00	14,565.60	14,846.40
2	Language Instruction			31-37					
	a	Cantonese--1st and 2nd year (alternating starting fall 2019)		3					
		Lecturer 33%					28,560.00	29,131.20	29,702.40
		Benefits @40%	11,424.00						
	b	Korean--Business Korean (starting spring 2019)		3					
		Lecturer, 16.5%				14,000.00	14,300.00	14,586.00	14,872.00
		Benefits @40%	5,720.00						
	c	Advanced Reading in Chinese		4					
		Lecturer, 33%				28,000.00	28,560.00	29,131.20	29,702.40
		Benefits @40%	11,424.00						
	d	Advanced Reading in Japanese		4		28,000.00	28,560.00	29,131.20	29,702.40
		Lecturer, 33%							
		Benefits @40%	11,424.00						
	Subtotal, language instruction					70,000.00	99,980.00	101,979.60	104,971.20
3	Outreach								
	a	Outreach/FLAS Coordinator Davis, 100%/10% of salary		12		12,500.00	12,750.00	13,005.00	13,260.00
		Benefits @40%	5,000.00						
	b	Outreach/Program Coordinator Cary, 43%/10% of sal.		6,12		6,900.00	7,038.00	7,178.76	7,319.52
		Benefits @0% (paid by retirement system)							
	Subtotal, outreach					19,400.00	19,788.00	20,183.76	20,579.52
4	Library								
	a	Student cataloguing assistant		4		6,000.00	6,120.00	6,242.40	6,364.80
		1 student at 10 hrs/week (non workstudy)							
		Benefits @ 0%	0						
	Subtotal, Library					6,000.00	6,120.00	6,242.40	6,364.80
	Total, Salaries					109,400.00	140,168.00	142,971.36	145,811.20

	NB: salary rates increase at rate of 2% per year								
B.	FRINGE BENEFITS								
1	Acad. composite rates--40% in 2018, subject to increases					33,000.00	45,092.00	45,993.84	46,9
2	Staff composite rates--48% in 2018, subject to increases					6,720.00	6,854.40	6,991.49	7,1
Total, Fringe Benefits						39,720.00	51,946.40	52,985.33	54,0
C.	TRAVEL								
1	Domestic:								
a	Administrative travel, 1 @ \$1,200/trip contribution (2 in 2018)								
	(to directors' meeting; outreach meetings)					2,400.00			
Total, Travel						2,400.00	-	-	
D.	SUPPLIES AND EXPENSES								
1	a	East Asian Library acquisitions			4, 25-27	24,000.00	8,000.00	8,000.00	6,0
2		Office supplies, copying, communications, IT, room rentals, etc. for organized research programs at:			2,3				
	a	-IEAS				2,000.00	1,600.00	1,600.00	1,6
	b	-Chinese Studies				2,000.00	1,600.00	1,600.00	1,6
	c	-Japanese Studies				2,000.00	1,600.00	1,600.00	1,6
	d	-Korean Studies				2,000.00	1,600.00	1,600.00	1,6
	e	-Buddhist Studies				2,000.00	1,600.00	1,600.00	1,6
3		Grad Student Groups (Asia Journal & Business Group)			2,24,47	2,000.00	1,500.00	1,500.00	1,5
Total Supplies and Expenses						36,000.00	17,500.00	17,500.00	15,5
E.	OTHER (including OUTREACH, ORGANIZED RESEARCH AND EVALUATION)						* consistent with competitive preference pr		
1		*History/Social Science Global History			5, 44-45				
a		Development costs for 3 Global History courses				4,000.00	500.00	750.00	5
b		Website development for posting lessons				500.00	500.00	500.00	
2		*ORIAS (Joint Title VI Outreach Center) support			4,5				
a		K-12: Summer Institutes, Reading Groups, Wshops				2,500.00	1,000.00	1,000.00	1,0
b		Community College: Summer Institutes			5	2,000.00	500.00	500.00	5
c		Community College Online Course Construction			5	2,000.00	500.00	500.00	5
3		IEAS and Center Organized Research Support							
		"Walls and Borders" series.			2,3				
a		Professional service/speaker fees							
1		IEAS -- 10-8-7-7 per year @ \$300				3,000.00	2,400.00	2,100.00	2,1

		2	Chinese studies - 10-8-7-7 @ \$300		3,000.00	2,400.00	2,100.00	2,100.00
		3	Japanese studies - 10-8-7-7 @ \$300		3,000.00	2,400.00	2,100.00	2,100.00
		4	Korean studies - 10-8-7-7 @ \$300		3,000.00	2,400.00	2,100.00	2,100.00
		5	Buddhist studies - 10-8-7-7 @ \$300		3,000.00	2,400.00	2,100.00	2,100.00
	b		Participant travel	2,3				
		1	IEAS -- 10@ average \$600 (8,7,7 in 2019-21)		6,000.00	4,800.00	4,200.00	4,200.00
		2	Chinese studies - 10-8-7-7 @ \$600		6,000.00	4,800.00	4,200.00	4,200.00
		3	Japanese studies - 10-8-7-7 @ \$600		6,000.00	4,800.00	4,200.00	4,200.00
		4	Korean studies - 10-8-7-7 @ \$600		6,000.00	4,800.00	4,200.00	4,200.00
		5	Buddhist studies - 10-8-7-7 @ \$600		6,000.00	4,800.00	4,200.00	4,200.00
4			Evaluation	16-17				
	a		External Reviewer, N. Sato--Prof. Service Fees		1,000.00	1,000.00	1,000.00	1,000.00
	<b>Total, Other</b>				<b>57,000.00</b>	<b>40,000.00</b>	<b>35,750.00</b>	<b>35,750.00</b>
	<b>TOTAL DIRECT COSTS</b>				<b>244,520.00</b>	<b>249,614.40</b>	<b>249,206.69</b>	<b>250,366.69</b>
	<i>Indirect Costs at 8% (x total direct costs)</i>				<i>19,561.60</i>	<i>19,969.15</i>	<i>19,936.54</i>	<i>20,045.34</i>
	<b>TOTAL NRC COSTS</b>				<b>264,081.60</b>	<b>269,583.55</b>	<b>269,143.23</b>	<b>270,412.03</b>

University of California at Berkeley									
EAST ASIA FELLOWSHIPS									
2018-2021 Proposed FLAS Budget									
							2018-19	2019-20	2020-21
2018-2021 FELLOWSHIP BUDGET					pg. #				
A	ACADEMIC YEAR				47-50				
		*Graduate							
	1	Institutional Payments @ \$18,000					144,000.00	144,000.00	144,000.00
		8 awards per year							
	2	Subsistence allowances @ \$15,000					120,000.00	120,000.00	120,000.00
		8 awards per year							
		Total, Academic Year					264,000.00	264,000.00	264,000.00
B	SUMMER				47-50				
		*Graduate							
	1	Institutional Payments @ \$5,000					20,000.00	20,000.00	20,000.00
		4 awards per summer							
	2	Subsistence Payments @ \$2,500					10,000.00	10,000.00	10,000.00
		4 awards per summer							
		Total, Summer					30,000.00	30,000.00	30,000.00
TOTAL 2018-2021 FLAS BUDGET							294,000.00	294,000.00	294,000.00